

Reaside Academy

SEND Information Report

2023/24

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Dear parents and carers,

Welcome to the SEND Information Report for Reaside Academy.

Reaside Academy is a smaller than average two-form entry junior school, with just over 200 pupils on roll, from Year 3 to Year 6 (ages 7 – 11). It achieved academy status in 2012 under the sponsorship of Education Central Multi Academy Trust (ECMAT), now Greenheart Learning Partnership (GLP). Our school is a forward-thinking academy where all learners are nurtured and empowered to achieve their potential. Tolerance, respect, and understanding underpin our values, and we believe very strongly that our children will rise to the high expectations we hold of them, and very often exceed them.

Reaside Academy aims to treat all its pupils fairly and strives to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, which involves providing access and equal opportunities for all pupils without discrimination of any kind.

This information report aims 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, please read our Partnership's SEND policy. You can find it on our website [here](#).

As we are always looking for the best ways in which to support our children, not all strategies and interventions may be listed.

If you have any queries or requests for policies or information relating to this report, please contact:
sensupprt@rea.greenheartlearning.org



Addis

Mrs Addis
SENDCo & Inclusion Manager

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

At Reaside Academy, 36.5% of our pupils have a need that requires additional support and/or adaptations to our curriculum or environment. Many of these children have co-existing needs (e.g. a child with a diagnosis of Autism as their primary need may also experience difficulty in their cognition or learning. Similarly, a child with moderate learning difficulty as their primary need may also have a physical disability.)

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction (C&I)

This includes children who have difficulty with speech, language and/or communication Needs (SLCN), who have difficulty saying what they want to or understanding what is being said to them, and children who do not understand or use social rules of communication.

This also includes children with Autistic Spectrum Condition/Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

Cognition and Learning (C&L)

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and include, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

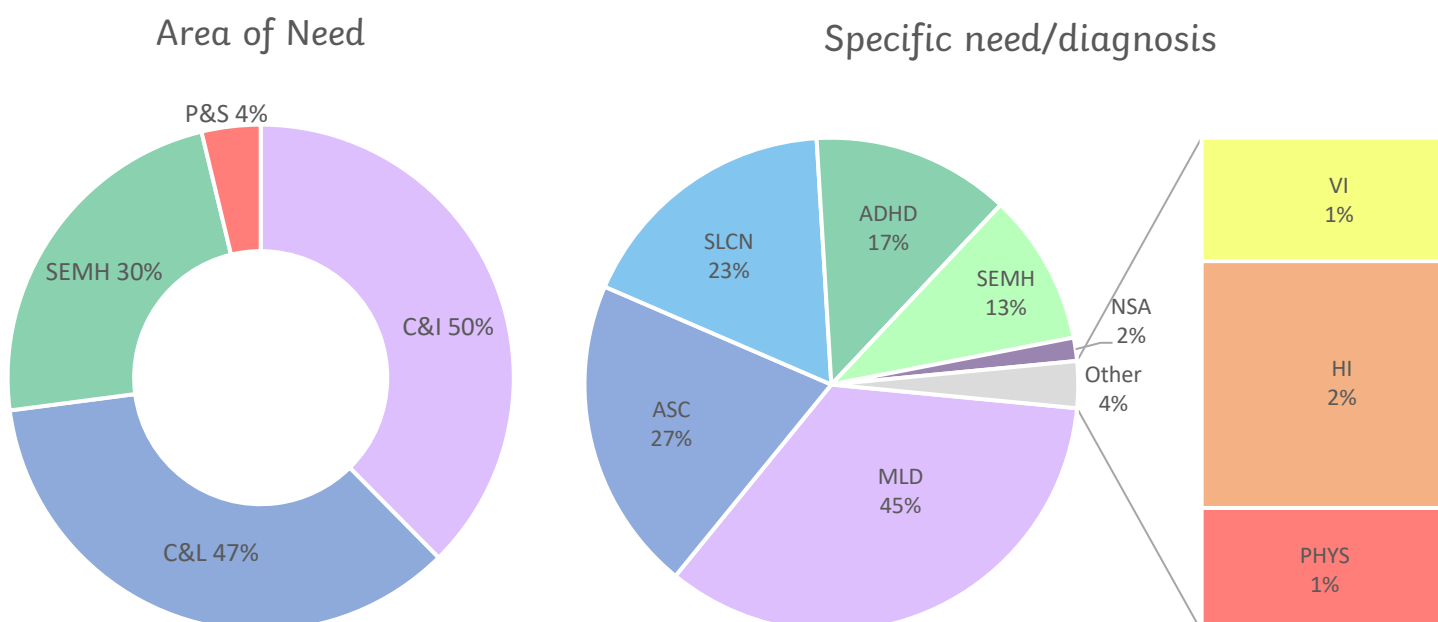
Social, emotional and mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, experiencing anxiety, as well as displaying challenging behaviours. This includes children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We may work with Forward Thinking Birmingham (FTB) and other appropriate agencies to support these children.

Physical and/or Sensory needs (P&S)

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

The figures below show the percentage of SEND children at Reaside within each area of need, and a further breakdown by specific need and/or diagnosis. Children with co-existing needs are included in each area that they fall under.



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

Headteacher – Mrs Hayley Carrier, NPQEL

Mrs Carrier holds the National Professional Qualification for Executive Leadership, and is the partnership's Lead Headteacher for SEND and Inclusion.

- The Headteacher is responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher gives responsibility for SEND to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SENDCO & Inclusion Manager – Mrs Jamiee Addis

Mrs Addis has been in post since May 2023, having been a qualified teacher for 10 years. She is currently working towards the mandatory National Award in Special Educational Needs Co-ordination. Mrs Addis is also the lead teacher for Looked After Children, Mental Health, and Trauma Informed Attachment Aware Schools.

Mrs Addis's working days are Thursday and Friday. She can be contacted by email at the following address: sensupport@rea.greenheartlearning.org, or via the main school telephone at 0121 675 7235.

Responsible for:

- Coordinating the support for children where there may be an additional need, including:
 - Special educational needs or disabilities (SEND)
 - English as an additional language
 - Medical needs
 - Looked after children
- Developing the school's policies to make sure all children with additional needs get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing how they are doing
- Ensuring children have access to the appropriate teaching and learning opportunities, resources and support.
- Providing support for teachers and support staff in the school so they can help children with additional needs in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and external agencies to implement and monitor provision.
- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

Class Teachers and Teaching Assistants (TAs)

All of our teachers are 'teachers of SEND' and receive in-house training, supported by the SENDCO and/or external agencies, to meet the needs of pupils who have SEND.

We also have a dedicated team of 10 TAs, including 1 higher-level teaching assistant (HLTA), who are trained to deliver SEND provision and interventions. This year we will look to develop teaching assistants to have areas of continued professional development, which will see them take a 'lead' on certain areas of SEND to develop skills and expertise, and disseminate knowledge.

Training undertaken 2022/23	Planned training and/or priorities for 2023/24
<ul style="list-style-type: none">- 'Making Sense of Autism'- Adaptive teaching- Trauma Informed Attachment Aware	<ul style="list-style-type: none">- Anxiety and emotional based school avoidance- Social skills for children with ASC/ASD- Numicon (Maths resource)

<ul style="list-style-type: none"> - Wellcomm SALT intervention - Dyslexia Gold intervention 	<ul style="list-style-type: none"> - Emotional Literacy Support - Lego/play based therapy
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All staff are also trained in Team Teach. This is a safe and supportive method of de-escalation and restrictive handling techniques. On rare occasions, some of our children may present with more challenging behaviours and need adults to support their movements around school.

Learning Mentor – Miss Rosey Cole

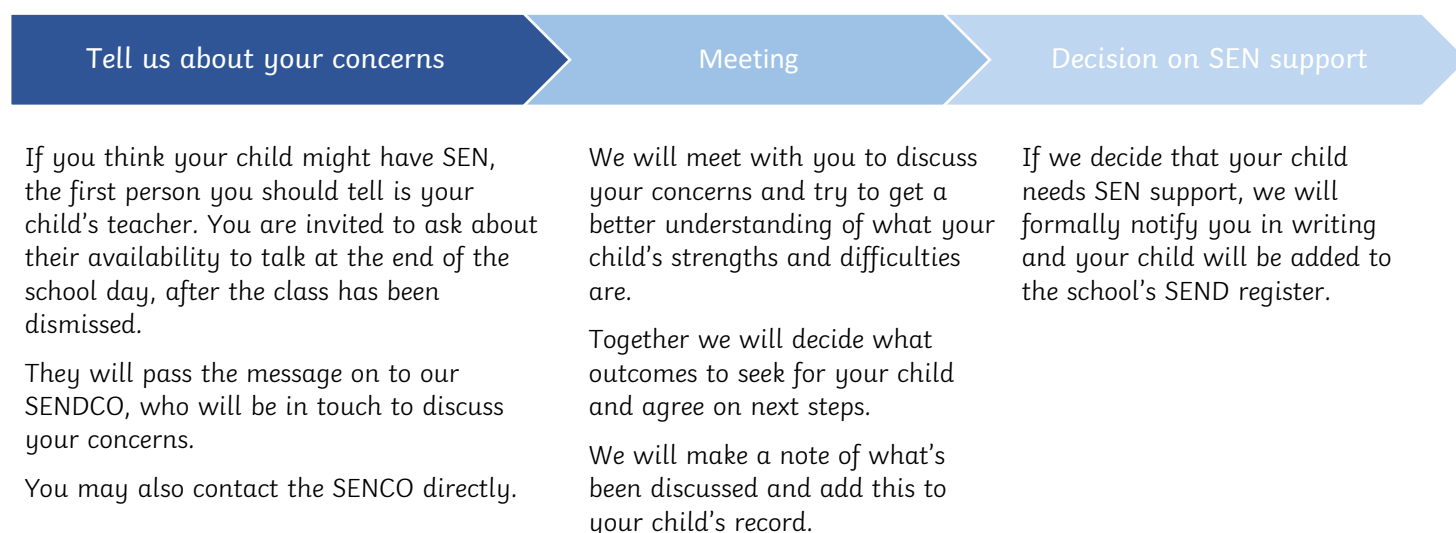
This year we are fortunate to have a dedicated learning mentor. Miss Cole is already trained in many aspects of Early Help, and supported a number of our families in the previous academic year. She will take on more responsibility for supporting children in school, particularly those with SEMH needs. Miss Cole will also be leading on attendance for the school, supporting children, and their families, whose attendance is a cause for concern.

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:

- Pupil school support teacher (PSS)
- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Communication and autism team (CAT)
- Occupational therapists (OT)
- Physical therapists (PT)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Forward Thinking Birmingham (FTB)
- Education welfare officers (EWO)
- Social services (Birmingham Children's Trust, BCT) and other LA-provided support services
- Voluntary sector organisations (e.g. Barnardos, Pathfinder)
- City of Birmingham Schools (COBS) Behavioural Support

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



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

Below is the process by which the level of additional support required is identified/decided.

Daily planning and High Quality Teaching approaches	Short term intensive provision	Individual Targeted Support	Additional external support and SEN Support Provision Plans (SSPP)	Educational and Health Care Assessment Request/Plan (ECHAR/EHCP)
Children are planned for within the daily differentiation of the class. Consideration given to the educational needs of the child. High Quality Teaching approaches are employed to improve accessibility.	Through Pupil Progress meetings, children are identified as not making progress or achieving below age related expectation. Focused interventions are put into place with the aim of accelerating progress. Following a term of support, if appropriate progress has been made, class-based intervention to resume.	If children continue to be identified as not making progress following term of intervention, or are working considerably below age related expectation, continuums are put in place to identify gaps in foundations of learning. An Individual Target Plan (ITP) will be produced to monitor and work towards smaller steps to close the gaps.	If further support is required, consideration will be given to refer to an outside agency. Recommendations will be made to assist in a child's learning and will form part of their ITP. Children <i>may</i> require a more coordinated and personalised planning approach to meeting their needs and supporting them to make progress.	If difficulties prove persistent and significant, and the graduated approach has been followed but there has been little or no progress, school may request support from external agencies in a formal assessment for an Education and Health Care Plan.


 Your child will be placed on the SEND register. You will be notified of this in writing.

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

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

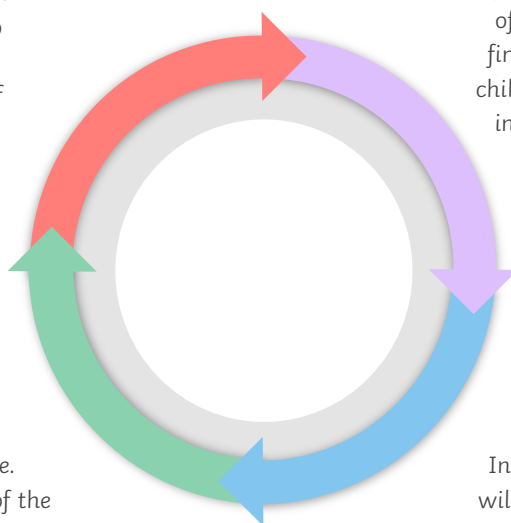
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school

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.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions both mid-way through, and at the end of, each term (Autumn, Spring, Summer)
- Using pupil questionnaires
- Using continuums and provision maps to measure progress
- Holding an annual review (if they have an SSPP or EHCP)

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

You will be able to meet with your child's class teacher 3 times per year to specifically discuss progress; one parent's evening during autumn term, one during spring, and an 'open' evening during summer term. During any of these, you are invited to discuss the support in place for your child.

The SENDCO will also be available to book appointments with during these parent's evenings.

In addition, if your child has an ITP, you will receive paper copies of this plan at the start of each term, detailing the provision to be put in place, and at the end once reviewed for you to see their progress.

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
- Discuss their views with a member of staff who can act as a representative
- Complete a questionnaire/survey

8. How will the school adapt its teaching and/or environment for my child?

The school's current accessibility plan can be viewed on our website [here](#). This details a 3 year plan which aims to ensure full access to the curriculum, environment, and information for children with a special educational need or disability.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality 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 differentiate (or 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 include:

- Differentiating 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, tasks, etc.
- Differentiating 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 when required
- Teaching assistants will support pupils in small groups when appropriate

We may also provide the following interventions/implement the following strategies:

Area Of Need	Condition	How We Support These Pupils
Communication and interaction	Autism spectrum disorder	Visual timetables, prompts, resources (emotion, talk cards, etc.) Dual coding activities Social stories Ear defenders Sensory objects Learning/classroom breaks ASD groups (social skills)
	Speech and language difficulties	Speech and language therapy Wellcomm intervention Talking tins Word banks Pre-tutoring of vocabulary Dual coding activities
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Scanning pens ACE Dyslexia dictionaries Dyslexia Gold intervention IDL Literacy/Numeracy intervention
	Moderate learning difficulties	Read, Write, Inc. Fresh Start Dyslexia Gold intervention IDL Literacy/Numeracy intervention Dual coding activities Pre/post-tutoring
	Severe learning difficulties	A combination of the above, plus recommendations from external agencies
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Key adults Learning mentor Dog mentor
Physical and/or sensory	Hearing impairment	Radio aid system Classroom placement considerations Basic sign language and/or use of gestures
	Visual impairment	Limiting classroom displays Lighting considerations Clear, clutter free classrooms and corridors

		iPad board mirroring app/photographs of board resources Large print resources
	Physical impairment	Clear, clutter free classrooms and corridors Adaptations to physical curriculum/resources Intimate care
	Multi-sensory impairment	Any combination of the above

These interventions are part of our contribution to [Birmingham's local offer](#).

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 is 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 our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils, and no pupil is ever excluded from taking part in these activities because of their SEN or disability. We will make whatever reasonable adjustments are needed to make sure that they can be included.

All pupils are encouraged to go on our school trips, and are encouraged to take part in sports day, school assemblies, special workshops, etc. In addition, SEND only activities are planned throughout the year and children will be personally invited, and encouraged, to attend.

Within school, there are also a range of pupil groups which enable children to contribute to the wider school life. These include:

- School Council
- Eco Council
- Playground/play Monitors
- Anti-Bullying Ambassadors
- Prefects and Head Boy/Girl (*Year 6 only*)

10. What support will be available for my child as they transition between settings?

Between schools

When your child is moving on from our school, we will share all relevant information regarding any additional support needed with the receiving school SENDCO.

Between phases (moving onto secondary school)

The SENCO of the secondary school will contact school for a discussion around all children with SEND and/or receiving additional support, and the sharing of their information. Staff from local secondary schools may also visit the children at Reaside to meet with them in their familiar setting.

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

Mrs Addis is the Designated Teacher for looked-after and previously looked-after children. She will oversee 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 make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

The school's complaints policy can be viewed on our website [here](#).

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.

13. 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, please take a look at [Birmingham's Local Offer](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is [Birmingham SENDIASS](#)

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

- [Birmingham Forward Steps](#)
- [Barnardos](#)

Both are based at Frankley Children's Centre, 131 New Street, B45 0EU, 0121 453 3515

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

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