



# Reaside Academy SEND Information Report

This report provides guidance to the organisation of SEND provision at Reaside Academy. The provision provided is based on the model outlined in Birmingham's School Local Offer. A link to this website can be found within the Partnership Approach section of the report, on the SEND homepage and within the useful links section at the end of this document. Should you require any further information, please do not hesitate to contact the SENDCo (Mrs Lawrence) via the school office.

Should you require this document in a different format, for example, large print or in an alternative language, please contact us on 0121 675 7235

## Contents

1. Definition of special educational needs and disability (SEND)
2. Aims of our provision at Reaside Academy
3. A Partnership Approach - Who is involved in supporting your child?
  - Children and parents
  - Staff
  - Governors
  - Headteacher
  - Outside Agencies
4. Appropriate and Effective Teaching and Learning
  - Training
  - Identifying and Assessing Special Educational Needs
  - Individual Provision
  - Transition
  - Evaluating the Effectiveness of our Provision
5. Open and Honest Communication
  - Who do I talk to?
  - Complaints Procedure
  - Relevant Policies
  - Useful Contacts

# 1. Definition of special educational needs and disability (SEND)

Only a minority of children will have a special educational need, which may create a barrier to learning. As a consequence, extra provisions will be required to meet the needs of pupils who, according to the SEND Code of Practice (2014), are likely to be categorised as:

- Communication and interaction;
- Cognition and learning;
- Emotional and social difficulties
- Sensory, physical and medical issues.

At Reaside Academy we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states “Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.”

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Disability: children or young people who have SEND may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

## 2. Aims of our provision at Reaside Academy

Reaside Academy prides itself as a vibrant, happy and inclusive school where the welfare and achievement of every child is at the heart of all we do. We have high expectations of our children and expect them to take responsibility for their learning and good conduct.

If it is considered that your child has a need which may require additional support in order for them to continue to achieve at expected levels, then this SEND Information Report and our Special Educational Needs (SEN) policy ([LINK TO DOCUMENT](#)) explains the process to be followed and the support that you can expect from Reaside Academy.

Children and young people with SEND have different needs, but the general presumption is that all children with SEND, are welcome to apply for a place at Reaside Academy, in line with the academy admissions policy ([LINK TO POLICY](#)). If a place is available, we will aim to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this academy.

For children and young people with an EHCP, parents have the right to request a place at Reaside Academy and the Local Authority (LA) must comply with that preference and name the school in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person

- The attendance of the child or young person would be incompatible with the efficient education or others, or the efficient use of resources.

Before making the decision to name Reaside Academy in a child or young person's EHCP, the LA will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the LA must also seek agreement of Reaside Academy where the draft EHCP sets out any provision to be delivered on site that has been secured through a direct payment (personal budget). Parents of a child or young person with an EHCP also have the right to seek a place at a specialist provision, if it is thought that their needs can be better met at a special school, which will normally be raised during an annual review.

Our Accessibility Plan ([LINK TO DOCUMENT](#)) ensures that we have provided equal access to all of our pupils, regardless of any special need they may have.

Details of the Birmingham Schools Offer can be found at

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)

## 3. A Partnership Approach

### Who is involved in supporting your child?

At Reaside Academy we recognise the importance of working as a team. This team will include **children and parents**, all school **staff**, **governors** and where appropriate, support from **outside agencies**.

### Children and parents

We recognise that parent/carer involvement in a child's education has the potential to improve outcomes. In order to achieve this, we will engage with you as parents/carers and your child to incorporate opinions regarding your child's needs, in order to identify the appropriate support, including family support should this be required.

So what support do we have for you as a parent of a child with a Special Educational Needs?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing at school. This is to ensure that we are working in partnership to support your child both at home and school and can share what is working in both places.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. She can be contacted through the office or via email. (see below)
- All information from outside professionals will be discussed with you the person involved directly, or where this is not possible, in a report. The SENDCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Your child's additional targets will be shared with you at parents' evening and any other relevant meetings that takes place.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We place a high value on your involvement and opinions, and we welcome your input to the decision making processes. We may need to ask your permission to involve other agencies to support your child.

To contact the SEND team, please arrange an appointment at the school office, by phoning 0121 675 3725, or by emailing [enquiry@reasideacademy.com](mailto:enquiry@reasideacademy.com). We will endeavour to see you at your earliest convenience.

### **Staff**

The special educational needs provision is co-ordinated by the SENDCo, Mrs K. Lawrence. She is responsible for co-ordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school. It is essential that you are involved in supporting your child's learning, and we endeavour to keep you informed about the support your child is getting by involving you in reviewing how they are doing and part of the planning ahead for them.

All teachers are teachers of children with special educational needs, and will plan to meet the needs of all the children in the class. Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with.

We are fortunate to have trained teaching assistants to support all aspects of our special needs work. We ensure all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

### **Governors**

The SEND governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Colin Avern is our SEN Governor. He can be contacted via the school office or via email [enquiry@reasideacademy.com](mailto:enquiry@reasideacademy.com)

### **Headteacher**

Mrs S. Wiseman is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/teaching assistants but is still responsible for ensuring that your child's needs are met.
- She must make sure that the LAB is kept up to date about any issues in the school relating to SEND.

Mrs S. Wiseman can be contacted via the school office or via email on [enquiry@reasideacademy.com](mailto:enquiry@reasideacademy.com)

### **Outside Agencies**

At times, it may be necessary to take advice from other agencies, in order to tailor our approach to the individual needs of your child. These agencies may include:

- Educational Psychologist
- Pupil School Support
- Occupational Therapy
- Physical Disabilities Support Service
- Sensory Support Team
- Speech and Language Therapy
- Communication and Autism Team (CAT)
- Forward Thinking Birmingham
- Medical services, inc. the School Nurse

## **4. Appropriate and Effective Teaching and Learning**

Curriculum planning will ensure all children are able to take part fully in the life of the school. Resources and support are available to promote the learning of all children, taking into account their individual needs.

With the support of the SENDCo, the class teacher is responsible for adapting planning to meet the needs of individual children, whilst maintaining appropriate aspiration and challenge. This will include making use of appropriate classroom resources within a supportive learning environment.

Learning mentors are used to support children who may have social or communication difficulties, as well as those who need guidance to manage their behaviour, develop their confidence and thrive in a variety of social situations.

When needs extend beyond that that is normally provided a graduated approach to support will be established.

Where the partnerships and support provided for the child are unable to close the gap, school will talk to you and the local authority, in order to facilitate an Educational Health and Care plan (EHC). Information regarding EHC plans can be found on the Birmingham Schools Offer.

[https://www.birmingham.gov.uk/info/50034/special\\_educational\\_needs\\_or\\_disabilities](https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities)

### **Training**

Our staff have a variety of skills, training and experience to support a wide range of additional needs. Specifically trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. Where further training is identified, this will be provided and monitored through the performance management process and school development plan.

The school's development plan, includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc...

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo or Head teacher.

At Reaside Academy, we endeavour to provide the highest standards of provision and we will take advice from other professionals and agencies to ensure we are able to do this.

### **Identifying and Assessing Special Educational Needs**

Before starting at Reaside academy, the SENDCo will make opportunities to discuss your child's needs with their current educational setting. If possible, current and future provision will also be discussed with parents/carers.

On entry to the school, the SENDCo and teaching staff will assess all children. Any child displaying difficulties, or who are experiencing problems will be identified. When for instance a teacher or parent has raised concerns about your child's progress and targeted teaching had not met the child's needs, the teacher will raise this with the SENDCo. The school also has meetings every half term between each class teacher and a senior staff member in the school to ensure all children are making good progress. If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. If your child is still not making expected progress the school will discuss with you.

This will include;

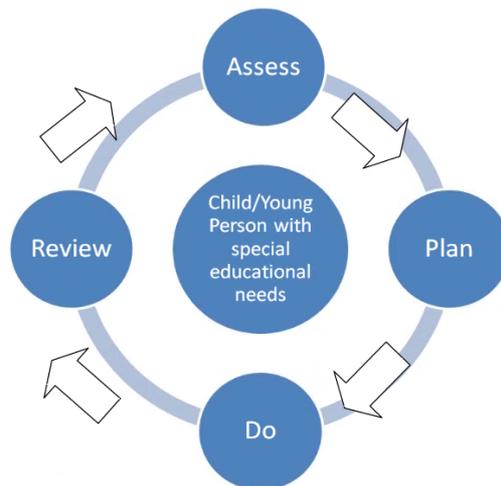
- Any concerns you may have
- Any further interventions or referrals to outside professional to support your child's learning
- How we could work together, to support you child at home/school.

### **Individual Provision**

All children at Reaside Academy have support within lessons through differentiation and high quality teaching. This means that activities are planned in accordance with the level the child is working at.

This can include a variety of adaptations including changes to the physical environment, changes to teaching style as well as levels of adult support.

If an individualised plan is required to meet the needs of your child, this will form part of the graduated response.



We will **assess** the needs of your child, formulate a **plan** with your support, deliver (**do**) the plan and then **review** progress to establish the next steps in our response.

The type of need a child has can be identified within four categories. We recognise that children may have difficulties in more than one area. The information within each of these categories is intended as a guide and we will tailor our provision to meet the specific needs of each individual child.

The categories are :

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## Cognition and Learning

What this might look like	Examples of support available in our school	How we check it is working.
<ul style="list-style-type: none"> <li>• Children and young people who find learning, thinking and understanding harder than most other pupils.</li> <li>• Some of the things children with these difficulties might find difficult are:</li> <li>• Taking longer to learn important skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class</li> <li>• Extra support can be given in a small group by an adult to help the child learn the</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class</li> <li>• Extra support can be given in a small group by an adult to help the child learn the</li> </ul>

<ul style="list-style-type: none"> <li>• Finding it difficult to remember things such as the important words for reading and times tables</li> <li>• Finding it hard to understand how to use letter sounds to read and spell words</li> <li>• Needing more time to think about their answers</li> </ul>	<p>things they are finding difficult</p> <ul style="list-style-type: none"> <li>• Extra support can be given to the child by an adult for short time during the day to support them learn skills</li> <li>• Individual targets set to help show what the child needs help with</li> <li>• Access to specialist support from a teacher or other professional</li> <li>• Specific programmes/ interventions to support learning, such as Cued spelling, 'Read, Write Inc.' Springboard</li> </ul>	<p>things they are finding difficult</p> <ul style="list-style-type: none"> <li>• Extra support can be given to the child by an adult for short time during the day to support them learn skills</li> <li>• Individual targets set to help show what the child needs help with</li> <li>• Access to specialist support from a teacher or other professional</li> </ul>
--	---	--

## Communication and Interaction

What this might look like	Examples of support available in our school	How we check it is working.
<p>Children who find it difficult with interacting with the people and world around them. Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Talking to other adults and or children, especially when in a group</li> <li>• Talking about a topic they haven't chosen to talk about</li> <li>• Making friends or keep friend for a long time</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> <li>• Saying the things they are thinking</li> <li>• Understand what other people mean when they are talking</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class</li> <li>• Use support programmes especially made to help the child to build communication and interaction skills</li> <li>• Use things in the classroom to help the child understand or deal with things that are happening (for example visual timetables, task boards, social stories)</li> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child</li> <li>• Delivery of language programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child to see if they are communicating or interacting differently</li> <li>• Look at the targets set to see if the child has achieved them</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child</li> </ul>

## Social and Emotional Mental Health difficulties

What this might look like	Examples of support available in our school	How we check it is working.
---------------------------	---	-----------------------------

<p>Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and follow instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for the things they do</li> </ul>	<ul style="list-style-type: none"> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child</li> <li>• Extra support can be given in a small group by an adult to help the child learn about how to help themselves</li> <li>• Extra support can be given to the child by an adult for short time during the day to let them talk about the things that upset them</li> <li>• Individual targets set to help show what the child needs help with</li> <li>• Use of different strategies eg. reward charts, breaking down tasks/instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child to see if they are coping better in school.</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child</li> </ul>
--	--	--

At Reaside we recognise that the emotional well-being of all our pupils is central to their social and educational development. For those children with additional needs, we pride ourselves in the pastoral support we are able to offer, due to our high adult to pupil ratio.

We also access support through Cornerstones Family Support.

If you have any concerns regarding your child, we operate an open door policy.

## Sensory and/or physical needs

What this might look like	Examples of support available in our school	How we check it is working.
<p>Children who have a disability that may make it difficult for them to manage their everyday life without changes or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs. Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them</li> <li>• Moving around without the aid of a walking aid or wheelchair</li> </ul>	<ul style="list-style-type: none"> <li>• Professional advice from specialist staff</li> <li>• Physiotherapy</li> <li>• Support from outreach services such as the hearing or visual impairment or physical disability teams</li> <li>• Specialist equipment</li> <li>• Motor groups</li> <li>• Adaptations to the school environment where possible</li> <li>• Use of a management plan to specify areas and levels of need and support</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring that the child has full access to a broad and varied curriculum</li> <li>• Observations of the child within the school environment</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child</li> <li>• Evaluating impact of management</li> </ul>

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Using pencils, scissors, knives and forks and other things that we need to use without changes or support</li> <li>• Taking medication without adults helping them</li> </ul> |  |  |
|--|--|--|

## **Transition**

At Reaside we recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and if necessary a planning meeting will take place with the new teacher. All available targets will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made with them/for them.

## **In Year 6:**

- The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## **Evaluating the Effectiveness of our Provision**

The responsibility for Special Educational Needs provision is clearly identified in the SEND policy. The policy is reviewed annually.

Rigorous assessment procedures are used to evaluate the effectiveness of our provision. Your child's progress will be reviewed regularly and discussed at pupil progress meetings.

The progress your child is making will be discussed with you at parent consultations, within their annual report and at any SEND meetings that you are invited to attend.

## **5. Open and Honest Communication**

### **Who do I talk to?**

- If you have any concerns about your child, your first point of contact should be the class teacher. If they feel it is necessary, they will raise your concerns with the SENDCo, and a further meeting can be arranged. If you are not satisfied that your concerns have been addressed, please make an appointment to see the SENDCo directly. We offer an open door policy, and are always happy to speak to you at the earliest convenience.
- Similarly, if we have any concerns about the progress your child is making, we will contact you immediately. Parent consultations and annual reports should otherwise give you a clear picture of the progress and level attainment your child has achieved.

### **Complaints procedure**

- In the event of any complaint being made, the SENDCo should be contacted in the first instance. This can be done at the school office, by phoning on 0121675 7235, or by e-mail on [enquiries@reasideacademy.com](mailto:enquiries@reasideacademy.com)
- Should the matter remain unresolved the case will be passed to the Headteacher for further investigation and reported to the SEND Governor.
- Formal complaints should be made in writing to the Local Governing Body of the Academy

### **Relevant policies:**

- SEND policy
- Inclusion policy
- Intimate care policy
- Positive handling policy
- Medication policy
- Pupil Premium policy
- Behaviour policy
- Attendance policy
- Teaching and Learning policy
- Assessment policy

### **Useful contacts**

Details of the **Birmingham Schools Offer** can be found at

[https://www.birmingham.gov.uk/info/50034/special\\_educational\\_needs\\_or\\_disabilities](https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities)

**SENDIASS** -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.

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send/851/help\\_and\\_advice\\_for\\_children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_sen\\_or\\_disabilities](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send/851/help_and_advice_for_children_and_young_people_with_special_educational_needs_sen_or_disabilities)