

Special Educational Needs School Information Report “What we offer”

Updated June 2021

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

Please also refer to the following documentation:

- Birmingham Local Offer
<https://www.localofferbirmingham.co.uk/>
- Mansfield Green E-ACT Primary Academy SEND and Learning Policy
<https://mansfieldgreenacademy.e-act.org.uk/wp-content/uploads/sites/10/2020/10/SEND-and-Learning-Policy-Final-September-2020-NSohal.pdf>
- Mansfield Green E-ACT Primary Academy Accessibility Plan
<https://mansfieldgreenacademy.e-act.org.uk/wp-content/uploads/sites/10/2020/06/Accessibility-Plan-to-2022.pdf>
- Mansfield Green E-ACT Primary Academy Admissions Policy
<https://mansfieldgreenacademy.e-act.org.uk/wp-content/uploads/sites/10/2020/10/Determined-Birmingham-School-Admission-Criteria-September-2020-2021.pdf>
- Mansfield Green E-ACT Primary Academy Appeals Policy
https://www.birmingham.gov.uk/info/20119/school_admissions/207/appeal_against_a_decision_to_refuse_your_child_a_school_place

How do you teach children and young people with special education needs and disabilities?

At Mansfield Green E-ACT Primary Academy, we are aspirational about all our children. All our lessons are adapted, modified and structured carefully using 'quality first teaching' ensuring we cater for the needs of all our pupils and they have the opportunity to achieve.

We recognise the individual learning needs of each child therefore to ensure that they make good or better progress all staff working closely with our SENDCo (Miss Claire O'Brien) to identify barriers and to implement appropriate provision. For example, we differentiate writing tasks by allowing the child to have access to Communicate in Print, sentence starters, key words and provide extra adult support among others.

At Mansfield Green, we have a SEND team consisting of the SENDCo (Miss Claire O'Brien,) Deputy SENDCo (Miss Emma Scudamore)

We cater for the four main areas of need.

The Four Broad Areas of Need

Communication and Interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to

understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Cognition and Learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

Social, Emotional and Mental Health Difficulties

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

All our children follow the national curriculum, all learning activities and resources are planned and differentiated at an appropriate level so that all children are able to access learning according to their specific need. The class teacher, alongside the SENDCO, will discuss a child's needs and what provision is needed. At Mansfield Green we understand the importance of adaptation in enabling all children to access the curriculum,

irrespective of their needs. We use Edukey to ensure that provision and interventions for children are planned appropriately, according to each child's individual need.

What the legislation says....

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN. **SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child or young person has Special educational needs or disabilities?

Class Teachers, Teaching Assistants and the Leadership team at Mansfield Green closely monitor the progress of all our children. This information will often be the first step in identifying if a child may be having some difficulties.

If there are any concerns regarding a child's attainment and progress this will initially be discussed with parents. If the class teacher has on-going concerns about a child these concerns will be discussed with the SENDCo who might suggest that the class teacher should monitor the child's progress for a period of time. Once this concern has been registered the class teacher will put extra help available in place to help support the child. The SENDCo will support the teachers in providing strategies to help the child if progress is still insufficient, parents will be consulted and a referral will be made to the SENDCo. This will be the start of the graduated approach (SEND Support in Education Provision).

Other assessments may be used to help make a decision about whether a child has a special educational need such as speech and language screenings or observations. With the agreement of the parents/carers, the school might seek specialist advice or assessment from an external agency or might recommend that parents/carers speak to a medical professional. At Mansfield Green, we regularly seek the services of the Communication and Autism Team (CAT), Pupil School Support (PSS), Speech and Language Therapist (SALT), Physical Disability Support Service (PDSS), Educational Psychologist (EP) and the Occupational Therapy Team (OT).

Parents/carers can raise concerns with their child's class teacher or SENDCo at any time.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

At Mansfield Green, our provision for children with SEND needs are bespoke to their needs.

We have a variety of different interventions and booster groups that will help support a child's learning.

We have access to numerous outside agencies;

- Speech and Language Therapist
- Educational Psychologists
- Pupil Support Services
- Communication and Autism Team
- School nurse
- Social Services
- CAMHS
- Visual Impairment Team
- Hearing Impairment
- Occupational Therapists

We will make referrals to these professionals as and when is necessary, with parents/carers permission.

These professionals can also help in identifying those pupils whose need for long term support is at a level where an Education Health Care Plan (EHCP) might be needed.

We will always signpost parents and carers to local support groups and courses that are relevant. We offer more regular review meetings for parents and carers with children with SEND and our SENDCo is available for meetings to address any concerns.

What the legislation says...

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SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'.

How do you make sure children and young people with Special educational needs and disabilities do well?

The quality of teaching is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team, the SENCO and external verifiers
 - Ongoing assessment of progress made by pupil in specific intervention groups at least half termly
 - Work sampling on a termly basis
 - Scrutiny of planning
 - Teacher meetings with the SENCO
- Regular training is given to class teachers and support staff
- Resources are audited termly and provision is based on pupils needs
- Pupil and parent/carer feedback when reviewing target attainment
- Whole school half termly pupil progress tracking. Class teachers attend half termly pupil progress meetings
- Monitoring and analysis of attendance and behaviour records
- Progress towards IEPs, specific interventions, Birmingham Toolkits and general school data.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special educational needs and disabilities?

The school is built on a ground level and ramp or lift access is available throughout the school site. Our site is fully wheelchair accessible with wide corridors and a wheelchair accessible toilet.

We have excellent outdoor facilities that are highly accessible and offer a range of different physical and sensory experiences. All break times and lunch times are supervised by adults who facilitate games and activities. We offer children the option of accessing our nurture area, which is a quiet space where children can play different games under adult supervision. We also offer our children the option of accessing our school library, which is also a quiet space. Here, children can relax and enjoy reading under adult supervision. Our Learning Mentors deliver lunchtime interventions to support children who may find these unstructured times hard to manage.

- We aim to make our classrooms SEN friendly e.g. through use of visual timetables, now and next, same font used consistently on displays.
- We adapt our teaching and learning environments depending on the needs of the children. For example, for some pupils they may require a separate work station, visual timetable or sensory area
- Some people may require additional resources to support them in class e.g. sloping writing stands, pencil grips.
- For pupils with medical conditions and/or disabilities, a health care plan is written to form a risk assessment and what we need to implement for them to access the curriculum and resources.
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We have interactive whiteboards and computers in every classroom. We consult with specialist advisors to help us support children with a sensory impairment and employ alternative communication methods accordingly within the means available to the school.

What the legislation says...

SEND Code of Practice 2014 4.32: ‘Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).’

SEND Regulations 2014 5(f): ‘How facilities that are available can be accessed by children and young people with special educational needs or a disability.’

Do you have staff with specialist training or have 'experts' to support you?

At Mansfield Green, we have a SEND team which consists of the SENDCo (Miss Claire O'Brien,) Deputy SENDCo (Miss Emma Scudamore), SLT Champion (Mrs Amina Kasu) and several SEND champions (Miss Sophie Bennett, Miss Zenab Azim, Mrs Aisha Arshad, Miss Sarah Halford, Miss Ribon Nessa and Mrs Augustina Fenton). Within the team, we work together to ensure that children with SEN have the appropriate support and provision in school, adapting the curriculum to their needs when appropriate.

Our staff also undertake a variety of training to support the learning and outcomes of our pupils.

All members of our teaching staff have received 'Making Sense of Autism' (Tier 1) training from the Communication and Autism Team (CAT) to support with the learning and outcomes of Autism Spectrum Condition (ASC) pupils. This allows staff to implement Autism friendly strategies which support the learning of pupils (both children with Autism and children without Autism) and incorporate them into our daily practice.

The SENDCo also offers 'in-house' training to ensure the school meets the needs of their children with Special Educational Needs. The SENDCo attends SEND networks, briefings, conferences and cluster meetings to ensure the school receives the most up to date information regarding SEND. This is then disseminated to other staff. Information regarding information from agencies is also passed on to appropriate staff.

The school accesses a number of external support agencies, such as Pupil and School Support, Communication and Autism Team, Educational Psychologist, Speech and Language Therapist, School Nurse, Occupational Therapist through the local authority offer.

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5 (i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

As a nurturing school, the wellbeing of pupils and staff is paramount to our daily practice.

- We have trained members of staff who are mental health first aiders.
- We recognise that some pupils may require emotion, social or mental support and work closely with families to identify support that can be put in place.
- Our Pastoral team make regular links with parents/ carers at the beginning and end of the school day and during the school day when required.
- Throughout the school our Pastoral team and key workers make daily contact to our pupils to support their wellbeing. We also access outside support from other professionals if necessary.
- The school has a zero-tolerance approach to bullying. Further information can be found on our school website regarding our approach to bullying and this is detailed within our Academies anti-bullying policy and strategy.

Risk assessments are completed to ensure pupil wellbeing and will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day-to-day basis. We provide our pupils with the Jigsaw programme to support Personal Social and Health Education (PSHE) and this is reinforced through our whole school assemblies.

We have a selection of staff who have a current first aid certificate and there is a Lead First Aider who has been trained to a higher level. If a child has a specific health care need, the SENDCo will liaise with the school nurse, who will draw up an individualised Health Care Plan with input from the parents or carers.

Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

We work closely with children, families and any other appropriate external professionals such as, social workers and the virtual school to support the wellbeing and attainment of children and young people with special educational needs and disabilities.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child of young person needs special equipment, services of support?

At Mansfield Green, we distribute resources according to priorities for supporting the different needs within our Academy.

If a child has a specific SEND, it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child. We will also liaise with external support agencies to ensure all the provision is provided within the means of the school and the resources made available to it.

If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex, this may result in an application for an Education Health and Care Plan (EHCP) being completed. The local authority will then decide if the child meets the threshold for an EHCP, if they do, this is a statutory document which must be reviewed annually with all key people present. Children with EHCPs will often have very clear provision and recommendations outlined in their Plan, and the linked professionals will also often be available to help the school with ensuring appropriate provisions are put in place.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing? well in school?

All parents and carers with children on the SEND register will have three formal opportunities to review their child's progress with their class teacher, and if necessary, with the school SENDCo. We also have our usual cycle of parents' evenings where any other issues can be addressed.

The leadership team monitors the progress of pupils very closely and whole class assessment results are discussed at pupil progress meetings. This will then inform any changes in provision or teaching practice. For example, a small group of pupils might receive more intense support in an area of maths if it is seen to be particularly difficult for them.

Mansfield Green is able to offer very individualised provision where necessary. The school works with all pupils on their individual targets and certain pupils are able to have one-to-one support if assessments show that this is the right approach.

As per the 'Assess, Plan, Do, Review' cycle as outlined in the SEND Code of Practice, if, after additional support and intervention, a pupil continues to struggle, the school will seek further outside specialist advice and may apply for an assessment for an Education and Health Care Plan (EHCP). The School will always do this in partnership with the parents or carers.

Reports from the class teacher showing your child's progress is sent home each term.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?

Throughout the school year we have a variety of activities and clubs which all pupils are encouraged to attend.

We have special sporting clubs and activities which also take place during some school holidays, including the Easter holidays. At Mansfield Green, we also plan a range of visitors and visits to different parts of the UK to learn about a specific topic or curricular area. These trips are for every child and, with the parent and carers' agreement, Mansfield Green will make all reasonable adjustments necessary to ensure they are accessible for all. For example, if it is necessary for a child to get to the site in a car due to potential fatigue, this is a reasonable adjustment that we will put in place.

Risk assessments take into account the needs of pupils so that any SEND is supported throughout an educational visit or activity.

We will plan carefully with the venues to ensure that our trips are accessible for all and, as long as it does not compromise anyone's health, wellbeing, or safety, we will make arrangements to ensure all can attend.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?

Every child who joins Mansfield Green in Reception is offered a home visit before they start the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school.

If the child has a particular special need or disability the SENDCo, Miss Claire O'Brien will liaise with the child's previous setting in order to establish a smooth transition.

Children who are moving on to Secondary school will have the opportunity to visit their new school. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated. Sometimes, a child may benefit from a social story about the new school and important people in the school. This can assist the transition process and allay any potential anxieties. On occasion, a package of visits may be offered to children who may need more visits to support their adjustment to the new setting.

For pupils with complex needs or EHCPs, early review meetings will be held as is required and the SENDCo of the proposed secondary setting will be invited to play a significant role in planning for the forthcoming transition and change in provision. Our SENDCo will liaise fully with secondary settings and will, in most instances, visit the school to meet with the SENDCo there in order to ensure a complete handover.

Pupil and parent voice is sought at every stage.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

In the first instance, we would encourage parents to talk to the class teacher if they have an issue.

Next, a meeting with our SENDCo, Miss Claire O'Brien, should be arranged to see if the issue can be resolved.

However, Mansfield Green does have a formal complaints procedure, a copy of which can be obtained from the school website and office. We would recommend that if you wish to make a complaint it is addressed to the Head Teacher (Miss Sarah Johnson) in writing.

If you are unhappy with the outcome of an EHCP, you are able to appeal the decision; the SENCO can further advise on whom to contact.

Contact details: Claire O'Brien

enquiryMGA@E-ACT.org.uk

0121 464 6590

SEND Code of Practice 4.7: 'Comprehensive: The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

For further information, help or support please, the key people within the school to contact are:

- Your child's class teacher
- Our SENDCo, Miss Claire O'Brien
- Our Head Teacher, Miss Sarah Johnson

Please request a meeting via the school office: 0121 464 6590

Our school's governor with oversight for SEND the Regional E-ACT SEND lead, Niall Gallagher.

Where can I find out more about what support there is for children and young people with SEND in the local area?

What the legislation says...

For more information about Birmingham Local Authority's Local Offer for Special Educational Needs (SEN) and disability, visit: <https://www.birmingham.gov.uk/localoffer>

Please also see our SEND learning policy and academy accessibility plan on our academy website, <http://mansfieldgreenacademy.e-act.org.uk/supporting-pupils/supporting-our-send-pupils/>