



SEND Information Report

Meeting the needs of children with Special Educational Needs or Disabilities

Ethos

Rednal Hill Infant School, is a Rights Respecting School, that has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed.

Leadership

All SEN provision is overseen and managed by the Senior Leadership team (SLT) in school and is coordinated by the Special Educational and Disability Needs Co-ordinator (SENDCO). The SLT monitor, review and evaluate all SEND provision and outcomes on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding is being spent e.g. on specialist services and resources.

Curriculum, teaching and learning

All children are treated as individuals and the class teacher, alongside key support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear learning targets/pupil profiles are put in place and reviewed regularly to monitor progress and the impact of additional support and intervention.

Assessment

Key assessments are made to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps.

Children are involved in the setting of personal targets and in the review of progress alongside teachers and support staff. Parents are vital partners in the child's learning journey through school and are invited to attend termly review meetings of their child's progress each term. Parents are always encouraged and expected to engage in supporting learning in different ways, such as regular reading at home etc, ensuring children have vision and hearing checks and attend relevant appointments.

Accessibility

An appropriate, exciting and accessible learning environment is provided within school, offering a wide range of opportunities to suit all learning styles. The school building itself, planned mainly on one level, enables easy access for wheelchair users; the school has a lift for access to the main building. There are two disabled toilets available to use on the ground floor in the main entrance foyer and within the newer part of the building.

Training

Staff in school are trained and equipped to offer a high level of support. Many have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND such as speech and language difficulties, dyslexia, autism and general learning difficulties.

Partnerships

The school works alongside and seeks support from other agencies where required to maximise learning opportunities and potential e.g. Forward Thinking Birmingham, Speech and Language therapy, Physiotherapy Service and the School Nursing team. We have close links with Local Authority services such as the Access to Education Team, Educational Psychologists and school improvement. The School Nursing Service supports school with medical care plans, staff training and is available to advise and support staff on how to access services.

School Policies

The following school's policies, available on our website, reflect the school's commitment to inclusion, safety and wellbeing of all our children:

Inclusion/SEND policy

Equalities Policy

Accessibility Plan

Teaching and learning

Medical Needs

Safeguarding/Child Protection.

Health and Safety

Main contact details (available on 0121 453 2636)

Head teacher: Miss Anna Pendleton

SENDCO / Inclusion Manager: Amy Warden

School link Governor for SEN: Katie Salmons

FREQUENTLY ASKED QUESTIONS FROM PARENTS/CARERS

What do I do if I think my child may have special educational needs?

You should first speak to your child's class teacher, who will listen carefully to your concerns and discuss your child's needs. Arrangements may then be made for a further meeting with the school's SENDCO (Mrs Amy Warden) to address your concerns and put appropriate actions in place.

How will school support my child and how will the curriculum be matched to my child's needs?

Your child's class teacher will plan adapted activities, with appropriate support and resources to meet your child's needs within the classroom. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress with identified learning targets. Learning targets will be reviewed regularly and shared with parents at parents' consultation evenings or at termly reviews with the SENDCO. The support we offer for our SEND children was judged by OFSTED as 'good' at our last inspection in 2023.

How will I know how well my child is doing and how will you help me support my child's learning?

Parents will have the opportunity to discuss their child's progress with class teachers during parent consultations. The SENDCO is always available on Parent Evenings for further discussion and to support parents/carers with any concerns they may have. Meetings can also be arranged in addition to these if deemed necessary.

Parents are expected to be involved in supporting their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies. These may be specified on your child's parents evening target sheet, Individual Provision Plan, SEN Support Plan (SSPP) or targets towards their Education Health and Care Plan (EHCP).

Parent workshops are offered in school, to help parents with supporting children in areas such as reading, maths and speaking and listening.

What support will there be for my child's overall well-being?

All our staff are committed to our inclusive approach and make sure children have the highest level of pastoral care possible. We work in partnership with many agencies including First Steps, Forward Thinking Birmingham, Allen's Croft and children centre's for families who may need additional support. All our staff are trained annually in Child Protection procedures; we also have three members of staff who are specially designated to ensure the safeguarding of all children. They are Miss Pendleton, Mrs Drinkwater and Mrs Warden. All staff understand safeguarding procedures and apply them consistently and effectively.

What specialist services and expertise are available or accessed by the school?

School is able to access the specialist support of a number of agencies in order to meet specific needs. We have working partnerships with Occupational Therapy, Physiotherapy, Physical Disability Support service, Speech and Language Therapy, Educational Mental Health Team and the School Nursing service to meet the needs of children with additional medical requirements. Where specific learning needs are identified, we may make referrals to the Access to Education Team (Pupil School Support, Communication and Autism Team or Sensory and Physical Support) or Educational Psychology Service.

What training and development is done by staff supporting those with SEND?

Staff in school are trained and equipped to offer a high level of support. Many have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND such as speech and language difficulties, dyslexia, autism and general learning difficulties. Specific training (e.g. Makaton, evidence based interventions etc) is put in place,

or updated, as and when needed.

How will my child be included in activities outside the classroom?

As an inclusive school, we aim to ensure that all children, including those with SEND, are able to access all activities and school trips. We complete risk assessments for all school visits to ensure the safety of all pupils; we make reasonable adjustments for those pupils with additional medical/physical needs. All children access our Forest School site, situated within our grounds.

How accessible is the school?

An appropriate, exciting and accessible learning environment is provided within school. The school building itself, planned mainly on one level, enables easy access for wheelchair users; the school has a lift for access to the Year 1 corridor and Early Years. There is an additional ramp for access into the reception classrooms. There is a disabled toilet available to use on both floor levels.

How will the school help my child on transfer to the next phase of education?

We have good links with our neighbouring Junior School and work alongside key members of Rednal Hill Junior School staff to ensure a smooth transition for our Year 2 pupils into Key Stage 2. Additional visits to the Junior School are arranged for our children with additional needs.

We also have good relationships with several local nursery schools and work closely with them to support children's induction into school, to try to establish an understanding of their needs in an educational setting, prior to starting school.

We will carry out a home visit, prior to your child starting Nursery or Reception, so that you can meet your child's class teacher and discuss your child's individual needs, prior to them starting school, allowing support to be planned for.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per pupil. Schools are expected to fund the first £6000 from within the school's budget to support pupils with SEND. The school can apply for 'top up' funding, based on strict criteria; if it is felt that a child's needs exceed that which can be provided through the £6000. The school uses the funds to put appropriate support in place to meet the child's needs. The SENDCO takes advice from all professionals involved with the child, alongside the views of the parents to decide on the best support plan.

How are parents involved in the school and how can I be involved?

The school has an open-door policy and we welcome parental involvement. Parents are kept informed about teaching and other events through weekly newsletters, texts, Tapestry, the school website, open days and parent consultation evenings. The school holds information sessions and workshops to show parents our methods of teaching e.g. phonics, reading, maths and e-safety.

Who can I contact for further information?

I am considering applying for a place?

Contact the school office and arrange an appointment to see the Head teacher and/or the

SENDCO.

I wish to discuss something about my child?

Speak to the class teacher at the beginning or end of the day.

Contact the school office, who will arrange for the class teacher to contact/meet with you.

I want some information about other support services?

Please contact the school to speak to the Inclusion Team or SENDCO on 0121 453 2636 or you may find some of the links below helpful.

NHS Speech and Language Advice, please use the following link:

[Birmingham Speech and Language Therapy Service : Birmingham Community Healthcare \(bhamcommunity.nhs.uk\)](http://bhamcommunity.nhs.uk)

Occupation Therapy Advice, please use the following link:

[Resource Hub | Local Offer Birmingham](#)

To access support from NHS Health Care Services for children, please use the following link:

[Services for Children and Families : Birmingham Community Healthcare \(bhamcommunity.nhs.uk\)](http://bhamcommunity.nhs.uk)

I would like more information about the local authority's Local Offer is and how I can access it?

The Birmingham Local Offer website is a place where you can find help, advice and information about the services available for a child or young person from birth to 25 years with a Special Educational Need or Disability (SEND) in the local area.

The following hyperlink, which will take you to Birmingham's Local Offer website:

<https://www.localofferbirmingham.co.uk/>

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