

Albert Bradbeer - SEND Information Report

Appendix 1

SENDSCO: Emma Cooke

WE C.A.N

- **Citizenship:** At Albert Bradbeer Primary Academy, we aim to ensure that pupils are prepared for the opportunities, responsibilities and experiences of life and become productive members of society.
- **Aspiration:** We aim to secure a desire for high expectations within all areas of school and home life; from both pupils and adults alike.
- **Nurture:** We aim to establish outstanding provision, which offers support for all children and enables everyone to support each-other.

This Policy is to be viewed alongside the SEND policy, Equality Policy, Accessibility plan and other policies that can be found on our website.

Please also visit [our Pupils with Particular Needs](#) page on our website.

Reviewed May 2024

Date of next review May 2025

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Birmingham Local authority support for SEND

Local offer Link

Birmingham's Local Offer is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families.

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

You can find this information at the following website:

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

SENDIASS

The Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

You can find this information at the following website:

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

Autism West Midlands - <https://autismwestmidlands.org.uk/>

Kings Norton Business Centre, Imperial Court, Sovereign Road, Kings Norton, B30 3ES

Helpline: 0121 450 7575

Email: info@autismwestmidlands.org.uk

Forward Thinking Birmingham – mental health support -

<https://forwardthinkingbirmingham.nhs.uk/>

Access Centre Number: 0300 300 0099

Postal Address: 5th Floor, 1 Printing House Street, Birmingham, B4 6DF

Access Centre operating hours

Monday - Friday: 9am - 5pm

Who can I talk to in school about my child's educational needs?

If you have concerns or questions about your child's learning, we always recommend that you first contact your child's teacher.

Our staff are always there at the start and the end of the day to welcome and dismiss our children and to have any catchups needed with parents and carers, however if you want to have a more in-depth discussion, you can request a meeting with them via the office.

Class staff:

Responsible for:

- Working with and supporting children each day
- Having a clear understanding of the needs of all children
- Monitoring progress of learning and assessing impact of support
- Adapting teaching and lesson content to enable progress
- Using High Quality Teaching Strategies and Wave 2 and 3 strategies to enable progress
- Ensuring the learning environment is accessible and Autism friendly
- Timetabling interventions based on level of need
- Liaising with parents about support and progress
- Having high aspirations and setting achievable next steps
- Working collaboratively as a class team
- Using the graduated approach to identify areas of need

You can also contact:

Special Educational Needs and Disabilities co-coordinator (SENDCo:) Emma Cooke

Responsible for:

- *Ensuring staff are supported in meeting the needs of their children*
- *Training staff on how to support SEND needs of children*
- *Monitoring the SEND provision within the school*
- *Liaising with outside agencies for specialist support*
- *Running annual reviews with parents and professionals*
- *Maintaining the SEND register and provision map*
- *Advising on the graduated approach to providing SEN support*
- *Advising on the deployment of the school's delegated budget and other*
- *Resourcing to meet children's needs effectively*
- *Liaising with parents of children with SEN*
- *Working with the Head Teacher and Green Heart Learning Partnership to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *Ensuring that the school keeps the records of all children with SEND up to date*

Head Teacher: Chris Nock

Responsible for:

- *Making sure that the responsible person makes all staff, who are likely to teach the children aware of the children's special educational needs and/or medical conditions*
- *Making sure that the teachers in the school are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching;*
- *Ensuring that children with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other children, and the efficient use of resources*

Deputy Headteachers and Assistant Headteachers:

Responsible for:

- *Supporting staff with curriculum content and adaptation for children*
- *Ensuring children feel safe in school and know who their trusted adults are*
- *Supporting teachers who are Early in their careers*

Pastoral Support Worker Richard Phillips:

Responsible for:

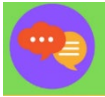



- *Supporting the social and emotional well-being needs of our children*
- *Ensuring children are ready for their learning and supporting in class*

The school also holds termly parents' evenings and parent engagement mornings each with a different academy focus, to help parents and carers with how they can support at home.



What are the four different areas of SEND?

Children may have areas of needs in just one area of SEND, or they may have multiple needs in different categories.

Communication and Interaction 	Cognition and Learning 
<p>Children and young people with speech, language and communication needs have difficulty in communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.</p> <p>Children and young people with Autism are likely to have particular difficulties with social interaction.</p> <p>They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including:</p> <p>moderate learning difficulties (MLD) severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning.</p> <p>This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health 	Sensory and or physical need 
<p>Children and young people may experience a wide range of social and emotional difficulties which can show in many ways.</p> <p>These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have diagnoses such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI - a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning, or habilitation support.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peer.</p>

How are children identified as having additional needs?

There are several ways that a child may be identified as having additional needs. We work collaboratively to collate information to help form an accurate picture of where the child's needs are, so that we are best able to support.

These include:

- Talking with parents.
- Children asking for help.
- Changes in children's behaviour.
- Information from Transition.
- Information gathered from baseline data, including Early Years baseline, reading and spelling ages and teacher assessments.
- On-going observation and information sharing amongst staff and Inclusion teams relating to a child's progress is used to inform future planning.
- Data from Progress checks.
- Using screener tools such as YARC, BVPS, WELLCOM, dyslexia screening tool, Sandwell Numeracy assessment, Continuum baselines
- Carefully tracking children working out of their age-related expectations using the Birmingham Toolkit.
- Academic and Pastoral meetings.
- Outside agency support.
- Reports from Speech and Language, GPs, Paediatrician and other professionals



What happens if my child is identified as needing additional support?

At Albert Bradbeer, we follow a graduated approach of **Assess, Plan, Do, Review** to support our pupils through the SEND identification and Provision pathway. This process is outlined in the diagram shown here, beginning with:

Stage A – High Quality Teaching

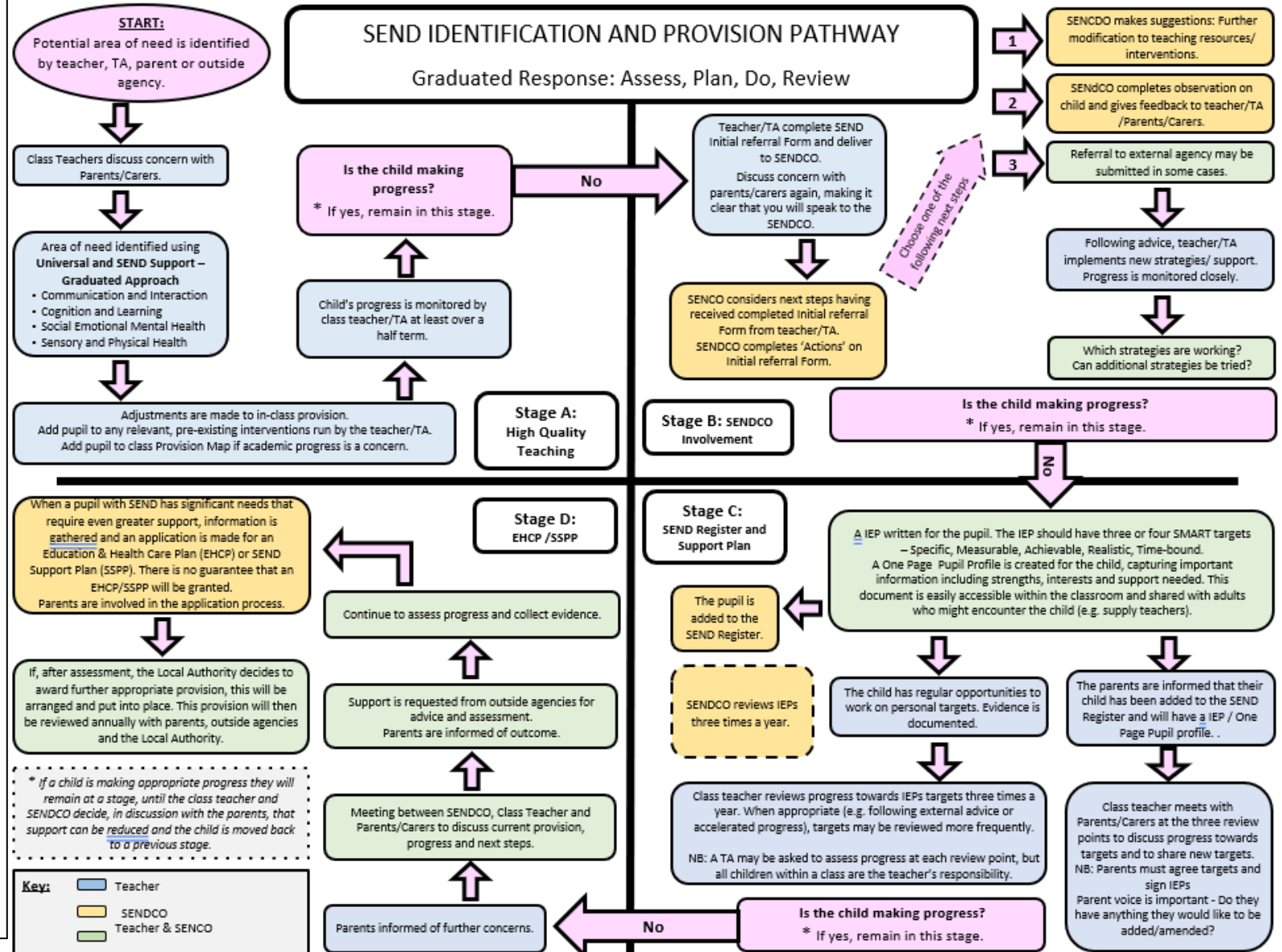
Stage B – SENDCO involvement

Stage C – SEND register and Support Plan

Stage D – application for EHCP / SSPP

Most children experience a need for extra educational support throughout their school career at some point. This can be temporary or ongoing.

School work closely with parents to explain each step of this process and ensure all voices are captured to provide the most appropriate level of support.



What type of support is available at Albert Bradbeer for the four areas of SEND?

SEND provision offer	
Communication and Interaction (C+I)	Cognition and Learning (C+L)
Wave 1 – Universal	Wave 1– Universal
Visual Timetable Labelled provision Talk tins / sound buttons Chunked instructions Verbal and physical prompts Sentence stems Partner talk Processing time Makaton HQT document	Concrete materials Task boards Timers In class adaptation Holding sentence using iPad Enlarged texts / coloured paper Flexible grouping Working walls Processing time Key vocabulary with image/ object of reference Visual prompts on desk (number line, letter/number formation, place value chart etc) HQT document
Wave 2 – Targeted	Wave 2– Targeted
WELCOMM intervention Speaking and Listening Continuum Interventions Named instructions Circle of friends Time to talk	Scaffolding Modelling Reading, writing, numeracy Continuum Interventions Small focus groups Phonics boosting Pre and post teach – interleaved learning Word webs / mind maps GAP interventions Power of 1 Intervention
Wave 3 – Specialist	Wave 3– Specialist
SALT NHS targets SALT therapist support Lego Therapy Attention Autism - bucket Structured group games PECS EHCP and SSPP targets	Touch typing – dance mat Precision teaching Toe by toe Word wrap Prompter/reader/scriber TEACHH tray / now and finished workstation / screen EHCP and SSPP targets
Assessment tools	Assessment tools
BPVS WELCOMM AET framework Toolkit	Dyslexia screening YARC Sandwell numeracy Toolkit
Social, Emotional and Mental Health (SEMH)	Sensory and Physical
Wave 1 – Universal	Wave 1– Universal
Trusted adults Assemblies / circle time / mindfulness session PD and PSHE sessions Zones of regulation Busy box Individual check in system daily Breakout spaces - calm corners Class or individual motivators Consistent structure and routine Restorative conversations – put it right sheet HQT document	Swivel boards/ wobble cushions / weighted targets Fidget toys / chew necklaces / ear defenders Sensory breaks Grips and pens / writing board, readers/ adapted scissors / adapted rulers / writing slope Low stimulus environment HQT document
Wave 2 – Targeted	Wave 2 – Targeted
Social stories Animal care Individual ZONE plans / reward charts / regulation plan Lunch time structured games Buddy system Meet and greet	Fine motor building activities – tweezers and threading strengthening Sensory room time Handwriting scheme – number and letter formation
Wave 3 – Specialist	Wave 3– Specialist
Pastoral Support Worker sessions Behaviour and safety plans Emotion coaching Social groups 1:1 mentoring Mental Health Support Team Table top games EHCP and SSPP targets	Movement break plan Sensory circuit OT gross and motor skills at break and lunch time EHCP and SSPP targets
Assessment tools	Assessment tools
Three houses BROMCOM CheckIns BOXALL profile STICK consultation	Sensory checklist observations

Levels of support at Albert Bradbeer

The **Combined Birmingham SEN Toolkit** focuses on attainment in speaking and listening, reading, writing and maths.

It is a tool that supports our school in identifying specific levels of need and ability for children with their literacy and maths skills (including speaking and listening).

The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables us to set appropriate and aspirational targets and to track progress, as well as supporting teachers with a range of teaching and learning ideas to develop skills alongside quality first teaching in the classroom. This provides the children with their own individual learning plan with next steps for targets.

For a child working below age related expectation, the toolkit supports staff in identifying the steps needed prior, to help bridge the gap in their learning to access the class learning objective for each subject.

Class staff adapt children's activities, within the age-related expectation, using adapted activities for the children to challenge themselves with. If a child needs further adaptation, staff will use their next steps from the continuums to ensure their tasks are pitched appropriately to encourage independence and progress.

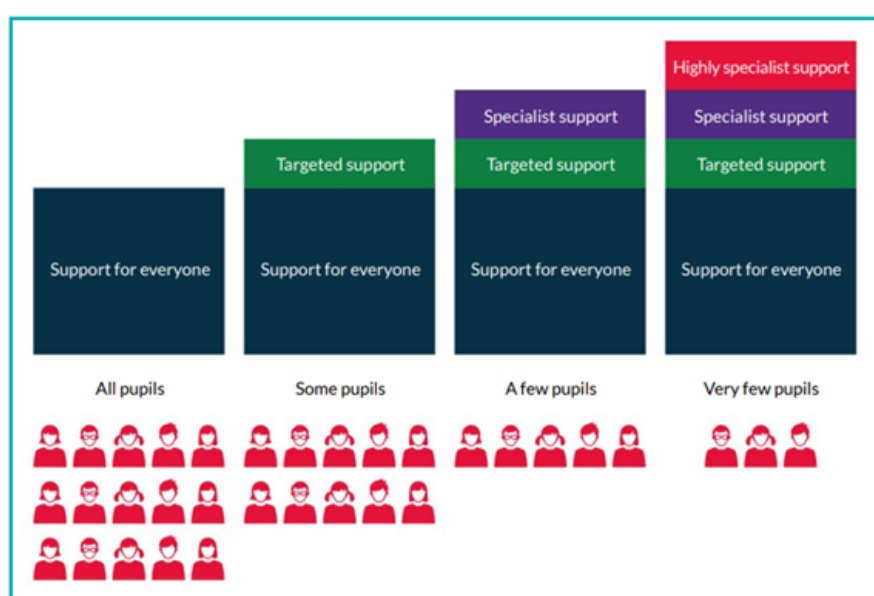
The children being tracked with next steps on the toolkit will receive this in class adaptation and where needed small group or 1:1 intervention based on their targets.

Children are working just below their age-related expectation and will receive adaption support in class using quality first teaching (QFT) strategies

Children will work with adults in focus groups with additional support such as visuals, word maps, scaffolding, task boards

Children will have targeted support with specific interventions such as precision teaching, phonics boosting, pre and post teaching, continuum focus

Children will have specialist support with an additional support plan in place and may need outside agency involvement to support strategies and progress



What happens if my child needs more support?

Most children with special educational needs and disabilities **can** have their needs met in their local mainstream early years setting or school **without** the need for an Education, Health and Care plan **using the support available through the local offer.**

If a child is not making progress against the Wave 1 Toolkit individual support plan or has complex and significant needs that requires more specialist support, the school may apply for an SSPP or EHCP.

SEND Support Provision Plans (SSPP)

SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools to use. Schools do not have to use these documents, but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools, in partnership with parents, are able to build up a picture of need and provision over time.

Schools must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process.

What does an SSPP include?

SSPPs must be reviewed regularly as per the Code of Practice for SEND (2015). These reviews must include parents and should also include any relevant SEND support services involved with the child or young person.

SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top up' funding for children who DO NOT have an EHCP but where their funding profile indicates that the funding required is above the amount of funding the school or setting is required to commit to meet your child/young person's need from within their own budget. The SSPP also includes a section for the school or setting to detail what the additional funding would be used for.

If a school is using the plan to request additional funding, then signed parental permission must be gained and there must be a Local Authority SEND Support service representative involved in the writing and reviewing of the plan.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Communication and Autism Team (CAT)
- Child Protection Advisors
- Pupil and School Support (PSS)
- Educational Psychologist
- Behaviour Support Service (COBS)
- Child & Adolescent Mental Health Service (CAMHS) Forward Thinking Birmingham
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PDSS (Physical & Sensory Service) to support children with hearing/visual Impairment.
- Speech and Language Therapist (Magic Words)
- Social Services
- School Nurse
- Local authority SEND support groups and advisors (DLP)

We can refer on to Speech and Language and Occupational Therapy services in the NHS. Any reports provided by outside agencies with recommendations and targets are followed in school.

You can find more information about how to get support through medical services through this [link](#), which include parental support for OT, paediatrics, SALT and much more.

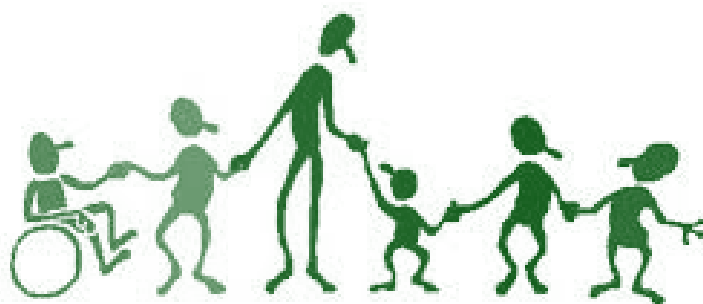


Monitoring and evaluation of SEND

We regularly monitor and evaluate the quality of provision on offer for all children and this informs future developments and improvements.

This is done by:

- Drop ins – daily check ins with all classes by members of SLT
- Learning walks
- Observations
- Visits
- Monitoring of children's progress and attainment
- Child voice
- Work scrutiny – looking at books across the curriculum for specific children
- Programme area and school Self-evaluation
- School and programme area development planning
- Any external audits e.g., SEND Monitoring visits by Green Heart Trust and OFSTED inspections
- Developing best practice with partnerships e.g., moderation of child progress through SENDCO networks and local meetings– we actively engage with Trust support for improving SEND provision as well as with the Local Authority support groups and training
- Close monitoring of finances to ensure value for money
- Termly meetings between the SENDCO and Headteacher.



What training and development is done by staff to support pupils with SEND?

- Attention Autism – Speech and Language therapist July 2023
- Making Sense of Autism – Communication and Autism Team - January 2024
- Understanding and supporting pupils with ADHD in schools - Philip Connor-Bell Educational Psychologist – January 2024
- Use of the Birmingham Toolkit – E Cooke (SENDCo) September 2023 and February 2024
- Autism Progression Tool – E Cooke (SENDCo) December 2023
- Identification Systems and Processes for Albert Bradbeer staff – May 2024
- Speech and Language Therapist – how to deliver interventions summer 2024
- Use of visual communication prompts (classroom environment/ individual pupils – Speech and Language Therapist – Summer 2024

What support is in place for my child to access assessments?

Assessments are part of the school curriculum and a way in which teachers can measure the understanding and progress of their children. Children with SEND are supported in class and in exams by being allowed access arrangements.

There are a wide range of arrangements that meet the needs of children in all the 4 areas of SEND (Cognition and learning, Communication and interaction, physical and Sensory and Social, Emotional and Mental Health).

These arrangements have to be the child's normal way of working.

Some children with specific needs may need additional arrangements so they can take part in KS2 tests.

Types of support include:

- early opening of test packs, to adapt test papers
- additional time to complete the tests
- the use of scribes, word processors or other technical or electronic aids
- making transcripts
- written or oral translations
- readers
- the use of prompts and rest breaks
- the use of accessibility objects in the mathematics test
- highlighter pens
- arrangements for children who are ill or are injured at the time of the tests
- Schools must consider whether any of their children will need access arrangements before they administer the tests.

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

At Albert Bradbeer Primary Academy we are committed to promoting positive mental health and emotional wellbeing to all students, our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

We aim to promote positive mental health and emotional wellbeing for all students. We train and support staff to enable them to identify and respond to early warning signs of mental ill health in students.

- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.

Key staff members

All staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Pastoral Lead – Richard Phillips
- Designated Safeguarding Lead: Chris Nock
- SENDCO – Emma Cooke
- Mental Health Lead – Emma Cooke
- PSHE Coordinator – Sarah Robinson

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Pastoral Lead.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

How do we support children with medical needs?

- o Pupils, staff and parents understand how our school will support pupils with medical conditions.
- o Pupils with medical conditions are properly supported to allow them to access the same education as other pupils, including school trips and sporting activities.

The senior team will implement this policy by:

- o Making sure sufficient staff are suitably trained
- o Making staff aware of pupils' conditions, where appropriate
- o Making sure there are cover arrangements to ensure someone is always available to support pupils with medical conditions
- o Providing supply teachers with appropriate information about the policy and relevant pupils
- o Developing and monitoring individual healthcare plans (IHPs)

Staff

Supporting pupils with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions, although they will not be required to do so. This includes the administration of medicines.

Those staff who take on the responsibility to support pupils with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.

Teachers will take into account the needs of pupils with medical conditions that they teach. All staff will know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

Parents will:

- o Provide the school with sufficient and up-to-date information about their child's medical needs
- o Be involved in the development and review of their child's IHP and may be involved in its drafting
- o Carry out any action they have agreed to as part of the implementation of the IHP, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times.

For more detail, please refer to the Medical Needs Policy.

How will the school prepare and support my child when joining Albert Bradbeer or transferring to a new school?

Albert Bradbeer understands what a stressful time moving schools can be. Therefore, many strategies are in place to enable the children's transition to be as smooth as possible.

These include:

On entry:

- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Early Years Leader will meet all children coming into Reception classes. Where concerns are raised, Emma Cooke (SENDCo) may meet with parents to discuss any concerns. In some circumstances individual arrangements may be made for starting school such as an integration timetable.

Secondary transition:

- The Year 6 team, SENDCO and/or the Pastoral Support Worker will work with children anxious about moving to Secondary school. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit children prior to them joining their new school. Emma Cooke meets the SENDCOs from the secondary schools to pass on information regarding SEN children.
- Children attend a transition day particular to the school they are going to.
- Opportunities to collaborate with local secondary schools are actively encouraged so that children are familiar with the new setting (e.g., summer schools).

Mid-year transition:

- We give all new children a tour of the school with their parent/carer.
- They are introduced to their new teacher and class and some basic routines are explained (e.g., P.E days, where toilets are etc.).

- Parents complete an induction form with basic details including how they feel their child was progressing at their last school.
- Parents agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- The previous school will be contacted for the child's records. Where there are concerns the previous SENDCo will be contacted.

What do children with SEND say about Albert Bradbeer?

Here is what our children say about our support and provision in school.

Example of children voice collected from children on the SEND register.

What type of support do you receive in school?

I am allowed more time when I do tests.

I can come to lunch club to eat my food.

I can wear ear defenders if I want to.

What do you like about school?

The teachers try to understand and help me.

I like my teaching assistant.

Who can you go to for help?

My class teacher

My class TA

The Headteacher Ms Nock

Mrs Cooke

Mr Phillips

How do you know you are doing well in your learning?

My teacher will tell me.

I get a sticker.

I might get star of the week.

Appendix 1: Acronyms explained

Annual Review – If your child has an EHCP then the Local Authority (Worcestershire Children First) must review it at least annually. This is to see what progress your child is making and make sure everything is up to date - it's called an Annual Review.

CAMHS – Child and Adolescent Mental Health Service, this service provides assessment and treatment for children/young people where they are experiencing significant mental health difficulties.

Carer – this is someone who provides support for a family member, partner or friend who needs help and cannot cope without their support.

Code of Practice (see SEND Code of Practice below)

CCN / CAT – Autism and Complex Communications Team, specialist teachers, employed by Worcestershire Children First, who work with children and young people and provide support to schools Autism and Complex Communication Needs (CCN) Information (WCF)

CYP – Children and young people

DLA – Disability Living Allowance (for children) is a benefit paid to families to help with extra costs, if the child meets the eligibility criteria.

Early Help - Early Help means providing help and support to a child, young person or their family as soon as it is identified they need additional help and support. Early Help Family Support

EHCA – Education, Health and Care Assessment, if your child's school or setting can't meet your child's needs using the support they usually offer to children who need extra help, the County Council may carry out a needs assessment for your child. When your child's needs have been assessed a plan for meeting them may be drawn up. This plan is called an Education Health and Care Plan (EHCP).

EHCP – Education, Health and Care Plan, is for children and young people with SEND who have had an EHCA and are found to need more support and it identifies their educational, health and social needs and sets out the additional support needed to support them.

EP or Ed Psych - Educational Psychologist, professionals who help children or young people who experience difficulties with their access to learning. These difficulties could be behavioural, social or emotional needs. Educational Psychology information (WCF)

Graduated Response – Your child's school, early years setting or education provider gives support to children and young people with SEND through the Graduated Response. The Graduated Response is the term used to describe a process of assessing, planning, doing and reviewing that progress is being made.

Local Authority (LA) – these are the administrative offices that provide services in their local area.

Local Offer – SEND Local Offer is a website which provides information about provision families can expect to be available across education, health and social care for children and young people who have

Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. SEND Local Offer =

Occupational Therapist (OT) - Paediatric Occupational Therapy offer services for children and young people who may be experiencing difficulties or have a disability that impacts on daily life. This could involve self-care, play and school skills such as writing and organisation.

Parent Carer - If you have parental responsibility and you provide support for your child or young person with a Special Educational Need and/or Disability you are a parent carer.

Parent Carer Forum - is a group of parents and carers of disabled children who work with local authorities, education, health and other providers with the aim to make sure the services they plan and deliver meet the needs of disabled children and families.

PIP – Personal Independence Payments, is the benefit paid to individuals (aged 16 and above) with a long-term physical or mental health condition or disability

Reasonable Adjustments – schools have a legal duty to try to remove the barriers in education a child or young person faces because of their disability, this is called 'making reasonable adjustments'.

SEND Code of Practice – this is the legal guidance which tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.

SEN Information Report - all schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.

SEN Support - where a child or young person is identified as having Special Educational Needs, schools and settings should take action to remove barriers to child or young person's learning and put effective special educational provision in place. This is called SEN support.

Sensory Impairment team / PDSS – a team of professionals who are employed by Worcestershire Children First and they work with schools and settings to promote inclusive practice and positive outcomes for children and young people with visual, hearing and multisensory impairments.

Signposting – this is when professionals direct people to other individuals, services, charities or organisations who can help them.

SEN – Special Educational Needs

SENCO or SENDCO – Special Educational Needs (Disability) Co-ordinator is the teacher or person who is responsible for assessing, planning and monitoring the progress of children with special educational needs in their educational setting.

SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service provides free, impartial, information, advice and support on all matters relating to

SEND – Special Educational Needs and/or Disability

SalT – Speech and Language Therapy is for a child or young person with speech, language or communication problems or difficulties with swallowing, drinking or eating.

TAC or TAF – Team around the child or Team around the family is to bring together the family, child or young person and the professionals working with them to co-ordinate help and support.

Appendix 2: Parent views on the SEND information report:

It contains useful information such as websites that I may need as a parent.

The way children are supported in school is explained clearly.

Appendix 3: FAQs

What is the Green Paper?

In 2019, the government announced it would conduct a review of the special educational needs and disability (SEND) system in England. This was five years after the introduction of major reforms to the SEND system in 2014.

The SEND Review sought to find ways to ensure the SEND system is consistent, high quality and integrated across education, health and care.

The aims of the review were to:

- Find ways of improving services available to families.
- Help staff in schools and colleges to respond effectively to local needs.
- End the postcode lottery of services families often face.

You can read more about it by clicking this [link](#) and find accessible versions of the review [here](#).

What are Birmingham Local authority doing to improve SEND provision?

Birmingham City Council and the CCG take the findings of the Local Area (Council and NHS) revisit extremely seriously and are working to make immediate and long-term improvements with our Accelerated Progress Plan. In order to keep you up to date with those we are producing regular termly updates on progress made to improve our services for children and young people with SEND.

Please click on this [link](#) to read the LA SEND improvement plan