



Special Educational Needs and Disability (SEND) Information Report

February 2024

Approved Date	February 2024
Review Date	February 2025

Shirley Heath Junior School is an inclusive school that is totally committed to providing the best possible education for all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with SEND.

It is important to note that it may not include every skill, resource and technique that we employ, as these are continually being developed and modified to meet the changing requirements of the individual children in our current care.

School Name	Shirley Heath Junior School
Type of School	Mainstream Junior: children aged 7-11 years
Number of children on role	420
Total % of children on the SEND Register	16.6%
% of children with an EHCP	2% (3 additional applications being processed)
% of children on SEN Support	14.7%
SEND Primary Area of Need (school)	Communication and Interaction (inc Autism)
SENDCo	Mrs Anne Mills
Assistant SENDCo	Miss Bernice Ellis

What Special Education Needs are supported at Shirley Heath?

At Shirley Heath, we support children with a range of Special Educational Needs or Disabilities including:

- Attachment disorders
- Attentional Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Cerebral Visual Impairment (CVI)
- Developmental Coordination Disorder (DCD) / Dyspraxia
- Developmental Language Disorder (DLD)
- Dyslexia
- Dyscalculia
- Foetal Alcohol Spectrum Disorder (FASD)
- Hearing Impairment
- Learning difficulties
- Medical Needs, such as epilepsy, diabetes
- Physical difficulties
- Speech, Communication and Language Difficulties

- Social, Emotional and Mental Health (SEMH) difficulties
- Tourette's Syndrome
- Visual Impairment
- Verbal Dyspraxia

How accessible is the school environment?

Shirley Heath is a large, two story building with 16 classrooms and several small intervention rooms. All of the ground floor, including 10/16 classrooms, the hall, dining room, library and entrance points are wheelchair accessible. The main computer suite is on the first floor and is not currently wheelchair accessible. The school does however have some laptops and 3 class sets of iPads which allows some ICT lessons to take place in the classroom. There are also 4 desktop PCs in the Link area, which is downstairs.

Shirley Heath has one disabled toilet, close to the main entrance. This has a low sink, handrails and a small changing station.

The main corridor through school is wide and spacious, following the removal of traditional coat pegs in favour of individual lockers; this has improved accessibility throughout the ground floor.

All staircases to the first floor have handrails and a textured (gritted) strip on each individual to stair to support children with a visual impairment.

How are children with Special Educational Needs identified?

Children can be identified as in need of additional support in several ways as follows:

- Concerns are raised by parents/carers
- Concerns are raised by teachers, teaching assistants or other appropriate school staff
- A child is needing or seeking a high level of support in school
- Observations of the pupil (usually by the SENDCo, Assistant SENDCo or ASD Lead) indicate that the child has additional needs in one of the 4 broad areas of need described in the SEND Code of Practice:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Whole school assessment tracking indicates a concern E.g. lack of progress

Parents are always informed if their child is added to the SEND Register

How are children supported?

At Shirley Heath, children are supported in a tiered approach as follows:



Davies and Henderson, EEF, March 2020

Whole Class – Universal Support

'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.'

EEF Special Education in Mainstream Schools

Teachers plan and deliver lessons to meet the needs of the children in their class. They identify interests, strengths, aspirations, difficulties and any potential barriers to learning and use this information to consider what support the child needs to access the curriculum. All staff have high expectations and are committed to offering a broad and balanced curriculum for all.

Curriculum adaptations and adjustments are made through scaffolding and research-led quality first teaching, so that all children can access the vast majority of their learning in the classroom, alongside their peers.

Examples of Universal Support (Adaptive Teaching) include:

- *Breaking down longer instructions and giving one at a time*
- *Modelling language*
- *Allowing time for a child to process and respond (10 second rule)*
- *Providing alternate methods to communicate/record E.g. use of ICT, visuals*
- *Using Assistive Technology (ICT) to support learning E.g. Immersive reader, spell checker*
- *Visual cues and prompts E.g. key vocabulary, task board, visual timetables*
- *Concrete resources – particularly for Maths E.g. Numicon, Place value counters*
- *Thinking about the environment and limiting any distractions*
- *Checking the child's attention has been gained before talking to them, use their name*
- *Planning work tasks which are appropriate for the ability of the child – not too hard/easy (differentiation)*
- *Making physical changes to resources e.g. font, coloured paper, line spacing, lighting, overlays*
- *Flexible groupings*
- *Allowing children to have sensory or movement breaks within/between lessons*

See school document 'SEND Support in the classroom' for further information.

Targeted Interventions

'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'

Some children require more support than the universal, classroom adaptations in order to make appropriate progress. This is usually in the form of a targeted 1:1 or small group intervention.

All interventions are specific, time limited and evidence based, where possible. In most cases, children accessing interventions have an Individual Education Plan (IEP), which follows the Assess-Plan-Do-Review (APDR) approach, detailing SMART targets and provision. IEPs are reviewed by class teachers, the SENDCo and parents in termly review meetings. In some cases, targets are reviewed more frequently than termly.

Some examples of Targeted Interventions:

- Read Write Inc. (Shirley Heath's chosen government validated Synthetic Phonics Scheme)
- Read Write Inc. Fresh Start (a Synthetic Phonics Programme for struggling readers age 9+)
- SNIP Literacy Programme
- Beat Dyslexia
- Numicon
- Numberstacks
- Lego Therapy
- Socially Speaking
- Colourful Semantics
- The Big A: Me. Myself and Autism
- Nurture and Sensory Groups (currently 'The Nest' – see SEND Newsletters for further information)

Specialist Support

'If a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.'

SEND Code of Practice

If a child is not making enough progress, is thought to have specific needs, or concerns persist, advice from specialist professionals is sought and recommendations implemented.

We work very closely with Specialist Teachers from SENTAA (Special Educational Needs Teaching, Assessment and Advice) who offer a variety of assessments and professional advice, as requested by school. This can include informal observations, monitoring of progress or focussed assessments. SENTAA work closely with the SENDCo to monitor progress and provision.

Further information about SENTAA can be found via their website: <http://www.sentaa.co.uk>

Shirley Heath also seek advice from the Solihull Community Educational Psychology Service (CEPS) and the Specialist Inclusion Support Service (SISS):

- Autism Team
- Social Emotional and Mental Health (SEMH) Team
- Sensory and Physical Impairment Team

In consultation with parents, the SENDCo will make referrals to appropriate NHS services as follows:

- Occupational Therapy
- Speech and Language Therapy
- ADHD Nurse (Assessment and Diagnosis of Attention Deficit Hyperactivity Disorder)
- Specialist Assessment Service (Assessment and Diagnosis of Autistic Spectrum Disorder)
- SOLAR (Emotional Wellbeing and Mental Health Services)

Shirley Heath also work closely with Ordinary Magic, a local, 'not for profit' organisation offering mental health and wellbeing support for children and their families.

How is the Graduated Response implemented?

All children on the SEND Register have an Individual Education Plan (IEP) detailing clear cycles of Assess-Plan-Do-Review. IEPs detail 1-3 SMART Targets and associated universal, targeted and specialist provision (see website link for example) per term.

Progress towards these targets is then reviewed and documented termly during a collaborative meeting between the child's class teacher, SENDCo and parents.

What training do staff have in Special Educational Needs?

In addition to her teaching qualifications, Mrs A Mills (SENDCo) has a Post Graduate Certificate in Education (PGCE) in Special Educational Needs and Inclusion, and The National Award for SEN co-ordination (NASENCo), both from the University of Wolverhampton. She attends termly SENDCo Network Meetings organised via the Solihull Local Authority (LA).

Mrs M Carter is the school Autism Lead – she is Level 3 trained in AET Good Autism Practice. She also attends termly ASD Lead Networks organised via the Solihull LA.

Miss C Weatherstone is the school's Learning Mentor and Emotional Literacy Support Assistant (ELSA), having completed the Solihull LA training course. She attends half termly supervision sessions with an Educational Psychologist.

Ten members of staff, including all of the Senior Leadership Team, the SENDCo and Assistant SENDCo are Level One qualified in Positive Behaviour Training via Team Teach.

Over the last few years, as well as receiving regular local and national updates from the SENDCo, teaching staff (including teaching assistants, who attend all appropriate training) have benefitted from the following SEND professional development:

- Adaptive Teaching – EEF Guidance and latest research
- Phonics (including Read Write Inc)
- Assess-Plan-Do-Review Cycles
- Setting SMART Targets
- AET Good Autism Practice – Level 1 and 2 (provided by the Local Authority)
- Dyslexia Awareness
- Supporting children with a Visual Impairment
- Tourette's Syndrome

Are the views of the child listened to?

We want all children at Shirley Heath to feel valued and listened to – their voice is important to us. At the start of every academic year all children on the SEND Register have a short meeting with a member of the SEN team, during which they are asked key questions about their likes/dislikes, strengths/difficulties and how they like to be supported. This is formally recorded in their Pupil Profile and shared with staff and parents.

As part of the Assess-Plan-Do-Review cycle, children are also asked to give feedback following additional support/intervention.

During the year, Pupil Questionnaires and surveys regularly take place as part of whole school monitoring procedures; children on the SEN Register are an integral part of this.

Shirley Heath also ensures SEND children are represented appropriately in important peer groups such as the School Council and Peer Mediators.

How are parents involved in supporting their child with Special Educational Needs?

At Shirley Heath we are continually working to improve parental communication to ensure parents feel both included and actively involved in their child's SEND support at Shirley Heath.

Examples of parental involvement and information include:

- Parent Workshops E.g. SEMH (July 2023), Autism (February 2024) and Dyslexia (booked for April 2024)
- Understanding Your Child's Behaviour Course – ran by qualified school staff, annually (Jan-March 2024)
- SEND Newsletters (see link on school website)
- Termly SEND Review Meetings with the class teacher and SENDCo
- Regular Parent Voice Surveys and Forms
- Coffee Mornings/Afternoons
- Ongoing direct communication with the SENDCo (as requested/needed) via telephone or email

How do you promote inclusion within school? Including day trips?

All pupils have the opportunity to take part in all aspects of school life through careful planning and adaptations throughout the day. This includes lunchtimes, after school provision and clubs. All school trips are assessed for suitability for children's needs and individual risk assessments completed where necessary. Care is taken to inform providers of pupils' specific needs.

Shirley Heath ensures SEND children are represented appropriately in important peer groups such as the School Council and Peer Mediators.

In 2023-2024 100% of children on the SEND Register represented team Shirley Heath at a sporting event – this is an achievement for which we are very proud.

How are children supported during times of Transition?

We understand that transition can be a time of anxiety for both children and their parents. In some cases, transition can be more challenging for children on the SEN Register and their families. A number of strategies are therefore in place to enable effective transition both into and out of Shirley Heath.

Infant to Junior Transition: Children moving to Shirley Heath

Shirley Heath works closely with both of our Infant feeder schools (Woodlands Infant School and Blossomfield Infant School) to carefully plan transition into Junior school. In addition to our core offer for transition, children on the SEN register benefit from the following:

- Additional small group or 1:1 visits for identified children (as needed)
- SENDCo attends end of term/year SEN Review meetings alongside parents and Infant school staff

- Transition Booklets for Infant Staff and parents/carers to share with their children
- Various meetings between SENDCos from both schools to discuss the needs of individual children on the SEN Register
- Enhanced transition packages for children with an Education and Health Care Plan (individualised)

Junior to Secondary Transition: Children moving from Shirley Heath

Shirley Heath works closely with both of our local Secondary Schools to carefully plan transition into Key Stage Three as follows:

- Facilitating opportunities for children and their parents to meet staff from the new school
- Arranging opportunities for children and their parents to have additional visits to their new school (where needed and available)
- Sharing Transition Booklets (provided by the new Secondary School)
- Meeting between SENDCos from both schools to discuss the needs of individual children on the SEN Register
- Enhanced transition packages for children with an Education and Health Care Plan (individualised)

What support services are available for parents?

In addition to the teams from SISS, Solihull SENDIASS helps parents and carers of children with SEND. They provide a free, confidential and impartial service for all parents and carers of children with special educational needs in Solihull. For advice please visit the Solihull SENDIASS website.

<https://www.family-action.org.uk/solihullsendias/>

See also the Parenting Support page on the Solihull's SEND Local offer.

<https://socialsolihull.org.uk/localoffer/>

What are the arrangements for making a complaint?

Complaints in general should initially be discussed with the class teacher; the SENDCo can also be contacted with any concerns.

If the matter is not resolved there is an official complaints procedure, a copy of which may be obtained from the school office or from our school website:

<https://www.shirley-heath.solihull.sch.uk/complaints-1/>