



*Balsall Common Primary  
School*

# **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT**



# BCPS SEND Information Report Contents

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# **BCPS SEND Information Report**

- Balsall Common Primary School is a fully inclusive school that is committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. (See SEND & Admissions Policy)
- 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 this report 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 individual children.



# Pupils with SEND at BCPS

- Currently, we have 43 children on our school's SEND Register who are identified as having an additional need and 65 children on School Aware. This is 7% of our pupil roll.
- At Balsall Common Primary School, these pupils with SEND perform as well as or better than other children of the same age.
- Progress measures for children with Statements of SEND or EHC Plans are at least as good as their peers'.



# Who is the SENCO at BCPS?

- Julie Hemming is Special Educational Needs Coordinator (SENCo) at BCPS with Carys Williams as Assistant SENCo.
- She is supported by the Teaching Assistants across the school.
- For further information about SEND at BCPS, please email [s2jhemming@balsall-common.solihull.sch.uk](mailto:s2jhemming@balsall-common.solihull.sch.uk)



# Support for Autism

- Carys Williams is our lead for Autism across the school and has Tier 1, 2 & 3 AET training, along with EYFS AET training.
- Emily Coles is our EYFS lead for Autism and has EYFS Tier 1, 2 & 3 training.
- All staff have received AET Tier 1 training.



# Support for Autism

- Dawn Woolven is our ASD Advisory Teacher from SISS.
- Siobhan Farrelly is our EYFS Advisory Teacher from SISS.
- We currently have 17 children diagnosed with Autism across the school.



# **BCPS Strengths in supporting pupils with SEND**

At BCPS, we work hard to effectively support and actively include ALL pupils, regardless of their individual needs and difficulties, and seek to remove barriers to learning to help them to succeed.

We provide facilities to assist access to the school by disabled pupils. (Children and Families Act 2014)



- BCPS currently supports and has supported a huge number of children with a range of additional needs including:
  - Visual and Hearing Impairments
  - Specific Learning Difficulties such as Dyslexia, Dyspraxia, Dysgraphia and Dyscalculia
  - Autism and Aspergers
  - Cerebral Palsy
  - Genetic Conditions such as Chromosomal Duplication
  - Down's Syndrome
  - Duchenne Muscular Dystrophy
  - Moderate Learning Difficulties
  - Speech, Communication and Language Difficulties



# Specialist facilities & resources at BCPS

- We have a wide range of adapted resources to support differentiation of teaching and learning activities and our staff have high levels of expertise or know where to find information regarding inclusion of children with SEND.
- In our classrooms, we have writing slopes, a range of adapted writing instruments and other tools, practical resources and visual aides available.
- Our building is accessible for wheelchairs and adaptations have been made to make all areas of the school safe and easy to get around for all our pupils. We have had a hoist fitted in the swimming pool area to ensure accessibility.
- (See Accessibility Policy)



# Specialist Support at BCPS

There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities, including:

- SISS (Specialist Inclusion Support Service), this includes specialist teacher support for Early Years, Cognition and Learning Difficulties, Social, Emotional and Mental Health, ASC (Autistic Spectrum Conditions), Sensory and Physical Impairment (Including Visually and Hearing Impaired)
- Speech and Language Therapy via Talk Therapy
- CAMHS (Child and Adolescent Mental Health);
- NHS Services such as Occupational Therapy, Speech and Language Therapy, Educational Psychology and the School Nurse Service.



# Specialist Support at BCPS

- The school can help parents get support from these teams if it is appropriate for the needs of their child.
- There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities.
- In some cases the child's GP can also make a referral.



# Staff CPD to meet SEND needs

- Staff receive regular training on specific needs and conditions as they arise.
- In addition to training around medical conditions, all staff receive regular updates of SEND practice and regulation, appropriate methods for differentiation in the classroom and how to plan for inclusion of all pupils as part of our regular whole school staff meetings.
- All teachers and TAs received training on Speech and Language, Dyslexia, Duchenne Muscular, Manual Handling, Hearing Impairments, Effective strategies for Quality First Teaching in every classroom, including specific guidance on dyslexia and ensuring dyslexia friendly environments.



# Inclusion

- Barriers are removed to ensure that all pupils can participate fully in activities with their peers.
- This may occasionally mean additional equipment or staff are required for certain activities or there may be a need for extra training or a risk assessment to ensure children are safe and well-provided for, especially if going on residential trips or taking part in extra-curricular activities.
- No pupil would be excluded from an activity where adjustments could be made for them to take part.
- BCPS staff actively seek out and take part in local inclusive sports events for our pupils with SEND.



# Parent Involvement

- Parents of children with SEND meet with their child's class teacher at least termly to review and set new Individual SEN Support Plan (ISSP) targets (previously known as IEPs).
- Pupils with a Statement of SEN or an Education, Health and Care Plan (EHC Plan) also have termly meetings with the SENCO and other professionals involved with their child, as well as an annual review meeting.
- Parents, and where appropriate pupils, are fully involved in the review and setting of targets on the pupil's SEN Support Plan. These targets are shared with children, parents and all staff involved in the child's provision.



# Parent Communication

- All parents receive regular communication from their child's class teacher, both formally in end of year reports and at Parents' Consultations, as well as informally via email, phone calls or face-to-face. There are also Parent Information Evenings early in the new school year.
- Parental involvement in planning for, and supporting, the learning for children on our SEND register is ensured by regular meetings (at least termly) where the views of parents are listened to and they are kept well-informed.
- These meetings may be led by the SENCO or by the child's class teacher, depending on the level of need and intervention in place.
- Class teachers and the SENCO are available to discuss any concerns you have. Meetings are available with them at any point throughout the year.



# Views of the Child

- At BCPS, the views of pupils are important to the way in which we support them during their time here.
- We are constantly working to give all the children in our care as much involvement as possible in their learning, and to give them choices regarding what they want to learn and how they want to learn.
- We always try to include children's views in any discussion or reviews of the child's progress and needs and, where appropriate, we will invite pupils along to their own reviews.
- Pupil Voice is something we take very seriously to ensure that children feel their needs are being best met for them to thrive with us.



# Transition

- We aim to make every pupil feel secure and confident for a smooth transition through the stages of their education.
- Transition within our school is arranged to meet the needs of every child and we recognise that some children require more support at this time. For some children the process begins in early July with visits to the new class teacher and new classroom. For some children a transition book is created with photographs to help the child prepare over the summer holiday period.
- Records for all children are passed on during discussion times between the present and new class teacher to ensure information is handed over and key information is shared.



# Transition

- We recognise that for any child, at any time, when there is transition to another school, it is very important that all the key information about the child is passed onto the new school. We do all we can to facilitate this process which can vary from school to school and Local Authority to Local Authority. Usually a face to face meeting or telephone conversation will occur between teachers and the SENCO from each school to share vital information for inclusion.
- Every child is an individual and we do our best to meet these individual needs.



# Solihull's Local Offer for SEND

- Solihull's Local Offer for SEND can be found on their website at: <http://socialsolihull.org.uk/localoffer/>



# External support and advice

- The Solihull SENDIAS service offers impartial information, advice and support for children up to the age of 25 with SEND.
- Website: <http://www.family-action.org.uk/solihullsendias>
- Address: Sans Souci Training Centre,  
Shirley,  
Solihull,  
West Midlands,  
B90 4DD
- Telephone: 0121 516 5173
- Email: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)



# Complaints

- If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns.
- If your concern is not resolved by the teacher, you should then ask for a meeting with the SENCO, Julie Hemming who will do her best to help resolve the issue.
- The next step would be to meet with the Headteacher, Graeme Burgess, if the concern is still not resolved.
- If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

