

GREENHEART

LEARNING PARTNERSHIP

SEND Policy and Information Report

Woodhouse Primary Academy

Signed off by Trust Board meeting dated:

Effective from: March 2024

Review Date: April 2026

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1. Aims

The Greenheart Learning Partnership (GLP), are committed to the academic and personal development of all students regardless of ability. GLP recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our SEND Policy and Information Report aims to:

- Set out how GLP will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
- or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

The SENDCO

The SENDCO will:

- Work with the Headteacher, Headteacher or Executive Headteacher and SEND GLAC Committee Member to determine the strategic direction of the SEND Policy and provision

in the Academy, including advising on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.

- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual students with SEND, including those who have Education Health Care (EHC) Plans and be the point of contact for external agencies, especially the Local Authority and its support services.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching. Including advising on the graduated approach to providing SEND support.
- Liaise with academies and settings around transition from primary to secondary and from secondary to adulthood for pupils with SEND
- Work with the Headteacher or Executive Headteacher and Governing Board to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all students with SEND up-to-date to support its statutory responsibilities and to support effective record keeping

The SEND Greenheart Learning Advisory Committee (GLAC) Member

The SEND GLAC member will:

- Help to raise awareness of SEND issues at Board and GLAC meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the academies and update the Governing Board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND Policy and provision in the Academy.

The Headteacher, Executive Headteacher or Head of Primary Academies

The Headteacher, Executive Headteacher or Head of Primary Academies will:

- Work with the SENDCo and SEND GLAC member to determine the strategic development of the SEND Policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Chair weekly Inclusion Portfolio meetings with an agreed focus

Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy.

5. SEND Information Report

The kinds of SEND that are provided for

GLP currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, processing difficulties and Specific Learning Difficulties (SpLD) Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia.
- Social, emotional and mental health difficulties, for example, anxiety related to coming to school or around academic pressure.
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, epilepsy and physical disability.

Identifying students with SEND and assessing their needs

GLP will review each student's current skills and levels of attainment on entry, together with information from the previous school about Special Educational Needs and Disabilities. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, GLP will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. GLP will use this to determine the support that is needed and whether GLP can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving students and parents

GLP will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- GLP take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. GLP will formally notify parents when it is decided that a student will receive SEND support.

Assessing and reviewing students' progress towards outcomes

GLP will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. GLP will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between schools, phases and preparing for adulthood

GLP will share information with the school, college, or other setting the student is moving to. GLP will agree with parents and students which information will be shared as part of this.

Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Additional intervention and support cannot compensate for a lack of good quality teaching.

Academies should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most frequently encountered forms of SEND. SEND Code of Practice (2014, 6.37).

Adaptations to the curriculum and learning environment

GLP will make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, seating position, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

The SEND Team includes staff trained to support students by:

- Providing in-class support for named students;
- Running individual or small group intervention sessions.

GLP work a variety of support agencies to provide support for students with SEND. These include:

- Educational Psychology;
- Speech and Language Therapy;
- Specialist teachers for SEND;
- Sensory Support;
- Occupational Therapy;
- ASD Support.

Expertise and training of staff

A SENDCO is a qualified teacher who has undertaken/is undertaking a National SENDCO Award.

Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which GLP does not have, GLP will explore opportunities to purchase or loan such equipment in line with the GLP Purchasing Policy. For highly specialist communication equipment, GLP will seek the advice.

Evaluating the effectiveness of SEND provision

GLP evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals at least three times a year;
- Reviewing the impact of interventions after six weeks;
- Using student questionnaires;
- Monitoring by the SENDCo;
- Using provision maps to measure progress;
- Holding annual reviews for students with EHC Plans.

Working with other agencies

The advice and recommendations of a variety of support agencies are used to:

- Review and develop plans and provision for students with EHC plans.
- Carry out assessments and give advice for students who do not have EHC plans, but who may need additional support.

Information about SEND provision

Information requests or concerns about SEND provision in our academies should be made to the SENDCO in the first instance, see [appendix 1](#). They will then be referred to the Headteacher or Executive Headteacher.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that GLP has discriminated against their children. Parents can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of students with SEND

Information about support for students with SEND can be found at:
<https://www.localofferbirmingham.co.uk/>

The Local Authority Local Offer

Our Local Authority's Local Offer is published here: :
<https://www.localofferbirmingham.co.uk/>

6. Monitoring Arrangements

This policy and information report will be reviewed by the Executive Headteacher every year. It will also be updated if any changes to the information are made during the year.

7. Links with Other Policies and Documents

This policy links to our policies on:

Accessibility

Behaviour (academies)

Equality Information and Objectives

Supporting Medical Needs

Appendix 1

Academy Name	Woodhouse Primary Academy
Address	Woodhouse Road, Quinton, Birmingham, B32 2DL
Contact Number	01214641769
Email Address	enquiries@whp.greenheartlearning.org

SENDCO Name	Miss Tayce Mason
Direct Dial	01214641769
Email Address	enquiries@whp.greenheartlearning.org
Additional Useful Information	https://www.localofferbirmingham.co.uk/ https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Appendix 2 – WPA SEND information

Woodhouse Primary Academy Inclusion Information Report 2023-25

“Woodhouse is a very inclusive school where learning is important but the well-being of the whole child comes first.’ This parent’s comment is typical. During the inspection, many parents and carers shared personal examples of how children with particular needs or disabilities are welcomed and supported”

Ofsted 2019

“The whole offer at Woodhouse seems personal: personal in its intention, and love for the local community to which the school serves.”

Inclusion Quality Mark 2021

Introduction

Welcome to the SEND Information Report for Woodhouse Primary Academy. We are a fully inclusive mainstream school with a Resource Base for children with a diagnosis of Autism. We strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, 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 ways in which we ensure we support our pupils in order that they can realise their full potential. However, as we are always looking for the best ways in which to support our children, not all strategies and interventions may be listed.

Head Teacher – Mr Oliver Wilson

Responsible for:

- The Head teacher is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head teacher gives responsibility for SEND to the SENCO and class teachers but is still responsible for ensuring that your child’s needs are met.
- The Head teacher must make sure that the Governing Board is kept up to date about any issues in the school relating to SEND.

Assistant Head Teacher for Inclusion and Special Educational Needs and Disabilities Coordinator (SENDCo) – Miss Tayce Mason

Responsible for:

- Coordinating all the support for children where there may be an additional need, including:
 - Special educational needs or disabilities (SEND)
 - English as an additional language
 - Medical needs
- Developing the school’s Policies to make sure all children with additional needs get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are:
 - Involved in supporting their child’s learning

- Kept informed about the support their child is getting
- Involved in reviewing how they are doing
- Providing a strategic overview for the Resource Base (Rainbow Room) including planning, monitoring and assessing progress. Ensuring children have access to the appropriate teaching and learning opportunities, resources and support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's data system and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with additional needs in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor provision.
- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

Greenheart Local Academy Committee (GLAC) member with responsibility for Special Educational Needs and Disabilities – Heather Hurst

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The GLAC member meets with the SENDCO at least twice a term to ensure that these responsibilities are met by providing challenge and support.

What are the types of special educational needs for which provision is made at Woodhouse Primary Academy?

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have

Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Social, emotional and mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We may work with Forward Thinking Birmingham (FTB) and other appropriate agencies to support these children.

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At Woodhouse, we are aware that children may have more than one area of need and will support appropriately.

What is the pathway for the identification and assessment of children attending Woodhouse Primary Academy and what provisions are available?

We believe that the children are at the heart of everything we do and we want them to be happy, confident and successful learners.

To achieve this every child is entitled to **Quality First Teaching**. This means:

- We all have high expectations for all children.
- All teaching is based on building on what the child already knows, can do and understands.
- Different ways of teaching are in place so that the child is fully involved in learning in class
- The teacher plans and delivers stimulating lessons that capture imagination and creativity, building up various skills which develop the whole child. These learning experiences are delivered through a creative curriculum which is based upon a topic for the term. A description of the topics for each term can be found on the school's website under the Curriculum pages in the Pupil section.
- The teacher carefully checks on each child's progress and may have decided that the child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

If a specific intervention is needed, this will mean:

- small group or individual work which will focus on the areas where the child has gaps in learning.
- interventions are led and monitored by the Sendco and Class Teacher and may be carried out by that Teacher or a Teaching Assistant.
- the interventions have been identified by the Class Teacher, SENCO or outside agencies such as the EP (Education Psychologist), PSS (Pupil and School Support) or a SALT (Speech and Language Therapist)

The intervention may only require a small number of extra sessions or it may be a longer programme which is more in depth or builds on skills each session. Interventions are continually evaluated as they are being run but are more formally evaluated or assessed each term.

Some of the interventions we currently have within school are:

- Maths, Phonics, reading, spelling or writing
- Fresh Start

- 1st Class @ Number
- Sports mentoring
- Forest School
- Speech and Language
- Social interaction groups
- Creative Talking (art-based support group)
- EAL support

Sometimes however children still have challenges with their learning or behaviour and need additional input to help them achieve their potential.

How are children with SEND identified at Woodhouse Primary Academy?

Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below 'age expected' levels or equivalent or lack of progress over time.
- Information from previous schools
- Information from other services
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

Observations are made in a variety of contexts and across the different areas of the curriculum. When concerns are raised, the Sendco and class teacher will discuss and action interventions and strategies to support the child in class.

Children are assessed and monitored to ensure they are making progress by the class teacher and the Sendco using The Language and Literacy Continuum and the Maths Toolkit. This breaks their learning down into smaller steps and provide targets that can be worked on through whole class, small group or 1:1 interventions.

At times, other forms of assessment are used to ensure children are making progress, including Wellcomm (Speech and Language), Salford Reading Assessment, Sandwell Maths Assessment, Boxall Profile (Social and Emotional). This helps staff to ensure that children are working at an appropriate level and making progress.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy. The different stages are;

- SEN Support
- School Support Provision Plan (SSPP)
- Education, Health and Care Assessment
- Education, Health and Care Plan (EHCP)

Children requiring a higher level of support but not meeting the criteria for an EHCP may have a Support Plan.

For some children, it will be necessary to request an EHCP from the Local Authority. This is a statutory document that can stay with the child until they are 25. It outlines the provision and resources needed for the child to make progress. Some children may remain in mainstream school, but others may require a change of placement to a more specialist provision.

If a request for an EHCP is necessary, the Sendco will advise and support through the whole process.

How does the school involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

Our school has a wide range of staff working together within the school to support the children and their families. Some of these are directly employed by the school, some are traded services which the school buy into and others work for the Local Authority.

We value the support and advice of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- Speech and Language Therapist (SALT)
- ○ Communication and Autism Team (CAT)
- ○ Pupil and School Support (PSS)
- ○ Educational Psychologist (EP)
- ○ Learning Mentor and Family Support Worker
- ○ Physical Disabilities Support Service (PDSS)
- ○ Behaviour Support Service (BSS)
- ○ Occupational Therapists (OT)
- ○ Physiotherapists
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- School Nurse

The school are also able to signpost families to other agencies that can provide appropriate support.

We also have other professionals that support the differing needs of children in school, including:

- Sports Mentoring
- Forest school (Roots to Fruits)
- Beanstalk Reading Volunteer
- Reading Volunteers

Some children visit St Margarets Farm in Halesowen on a weekly basis to develop their social and communication skills.

What training do staff have in relation to the needs of pupils?

Over the year there is a structured plan of Continuing Professional Development for all staff. The Sendco attends network meetings both with the Local Authority and the academy to ensure practice and policy within school is up to date.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form part of training for all teachers and teaching assistants. This may be led by the SENCO or an outside agency coming into school. Newly Qualified Teachers have support from their mentor and the SENCO.

Teachers and teaching assistants have received training specifically related to SEND in the areas of;

- Structured interventions
- Autism (ASD)
- Attachment Awareness
- ADHD
- Emotional Health and Wellbeing
- Supporting children with English as an Additional Language (EAL)
- Mental Health First Aid
- Recognising and supporting more able children that have additional needs

All staff are also trained in Team Teach. This is a safe and supportive method of deescalation and restrictive handling techniques. On rare occasions, some of our children may present with more challenging behaviours and need adults to support their movements around school.

Teachers and Teaching Assistants have also received specific training related to the medical and health needs of individual children at our school.

We continually strive to improve our knowledge and areas of expertise and are committed to further training needed for groups of children or specific individual needs. The deployment of Teaching Assistants reflects their skills, knowledge and experience.

How will equipment and facilities be provided to support pupils?

All children are given every opportunity to achieve their potential in every aspect of school life. Equipment such as coloured overlays, writing aids, fidget toys, reading pens and ear defenders are available for children who need them. Laptops and iPads are also available. There are regular audits of resources and the environment, including sensory and accessibility.

The whole of the school building and outside areas are accessible by wheelchair. Adjustments are made for disabled parents, e.g. parking permit to allow access down the school drive, toilet facilities. Our school Accessibility Plan is regularly reviewed and updated.

All children are included in all aspects of school life and we aim for all children to be included in activities outside of the classroom making necessary adaptations provide the appropriate support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety. 1:1 support is provided if necessary.

Within our provision in school, we have The Rainbow Room. There are currently 12 children taught within The Rainbow Room, they have become part of the

Woodhouse family through placement via the Local Authority. There is a higher ratio of staff to children compared to the mainstream class and provides a quieter environment in which the children can learn and progress. Our aim is to integrate children back into mainstream when and if the children are ready.

For a few of the mainstream children, support within the Rainbow Room is available. However, this is restricted so that we can continue to provide a small-scale, bespoke learning programme to the children who access the support on a daily basis.

All SEND children have appropriate access arrangements made for assessments. This may include:

- Different test room
- The support of a scribe
- Additional time

What are the arrangements for consulting parents of children at Woodhouse Primary Academy and involving them in the education of their child?

All parents of children in our school are invited to attend a Parents' Evening three times a year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. Annual Reports are sent home in July to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office.

If a child is part on an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENCO to discuss these in more depth.

Parents of children with an Education, Health and Care Plan are also invited to attend a review meeting, at least once a year.

What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. This is outlined in more depth in the Teaching and Learning Policy and the Marking Policy.

There a range of pupil groups which enable children to contribute and decide on aspects of school life relating to their needs. These have included:

- Prefects
- School Cabinet
- Lunchtime Buddies
- Librarians
- Green Team
- Techno team

Pupil voice activities take place each term and this involves pupils from all groups.

Pupils with an EHC Plan will also give their views during the annual review or assessment process.

As well as supporting children's academic development, we also feel that their emotional and social development is crucial to enabling children to maximise their potential and enable them to become positive role models and participants in the community. We actively encourage children to talk about their feelings and anxieties, our learning mentor supports children that need time to reflect and talk about worries and concerns. We have an anti-bullying policy that is complimented by the PSHE (Personal, Social, Health and Economic) curriculum. We appreciate that for some children, particularly those with SEND, sharing their concerns may be more of a challenge so we seek to provide alternative ways in which children can communicate.

School Clubs

We encourage children to recognise their strengths and develop their interests and skills. Staff run different clubs throughout the day and actively encourage all children to join in, recognising that participation gives children a greater sense of belonging. Clubs this year have included:

- Football
- Netball
- Multi Sports
- Choir
- Creative
- Library
- ICT
- Dance
- Board games club

What transition arrangements are available for children and parents?

When a child moves from nursery/pre-school:

The Head Teacher and Early Years Lead hold a meeting for parents of children starting in Reception and Nursery and there are induction visits and stay and play opportunities for children in the second half of the Summer Term. The EYFS staff make home visits providing opportunity for parents to discuss any concerns.

The EYFS staff and SENDCO may visit the pre-school setting and this is an opportunity to discuss the special educational needs of the child and support needed. All children are provided with a transition book prior to starting and additional visits can be arranged if needed.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. In some cases, an observation in the child's previous setting may take place and in invite for a pre-visit be offered to enable staff to assess and plan for the child's needs.

When a child moves class:

Transition books are provided for children that need support when changing year groups. All staff are aware that some children need additional support at this time of year and so provide opportunities for children to discuss any concerns and make informal visits to their new class teachers.

When a child transfers to secondary school:

Year 6 teachers meet with staff from the secondary schools to discuss the children and share information. The SENDCO meets with the secondary schools' SENDCOs to discuss the specific needs of individuals.

All children attend transition meetings to their secondary school and for children with SEND additional visits can be arranged if needed.

For children with a Statement or Education, Health and Care Plan (EHCP) we invite the secondary school SENDCO to attend the annual review held early in the summer term, so they have plenty of time to make transition arrangements.

How do we manage the administration of medication and personal care?

- We have a clear medical conditions policy which can be downloaded from our website
- We have an intimate care policy that is available on request.
- We recognise that children at school with medical conditions should be properly supported so that they have full access to education. Individual Healthcare plans are written with the parent / carer to ensure that medical needs are supported.
- Staff have regular training regarding medical conditions affecting individual children to ensure that any medical conditions are effectively managed.

What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision?

The process for all complaints is available for parents to see on the school website. Alternatively, parents can request a written copy.

Where is the information on Birmingham Local Authority's local offer published?

The SEND local offer gives information of the services and provision that are available in Birmingham to support children and their families. This can be found on:

<https://www.birmingham.gov.uk/localoffer>

Who to contact for further information?

If you have any queries or requests for policies or information relating to this report, please contact:

enquiries@whp.greenheartlearning.org