



Special Educational Needs
& Disabilities



SEND Information Report **October 2022**

This document is designed to meet the requirements of Schedule 1 of the SEN and disabilities (SEND) regulations 2014 and paragraphs 6.79 – 6.81 of the SEND Code of Practice, which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)



Our Vision

Our vision at Harper Bell Seventh Day Adventist School is:

“For ALL pupils to fulfil their God-given talents and to aspire to achieve a university education.”

This statement underpins our ethos of inclusion at Harper Bell SDA school.

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Inclusion Lead and Special Needs Coordinator



Welcome to Harper Bell Seventh-day Adventist School's Special Educational Needs zone. My name is Miss. Mason and I am the **Inclusion Lead and Special Needs Coordinator (SENCO)**. I work with children, teachers, parents and agencies to ensure that our pupil's needs are met.

I can be contacted on:

0121 693 7742 or email at s.mason@hbsda.bham.sch.uk

Who to speak to if you have a concern:

If you have concerns about your child, please speak to the class teacher first.

The class teacher may refer you to the [SENCO](#) who will contact you for further information if necessary.

If you have a concern or complaint about the SEN provision your child receives in school, please follow the complaints procedure policy available on the school website.

The SENCO can be contacted via the school office on 0121 693 7742 or alternatively emailed on s.mason@hbsda.bham.sch.uk



Types of SEND that are provided for:

Additional and/or different provision is available at Harper Bell School for children with a range of needs:

- **Cognition and learning**
- **Communication and Interaction**
- **Social, emotional and mental health**
- **Sensory and/or physical**

A child may have one specific type of SEND or multiple types of SEND needs.

Cognition and Learning

Children who may have cognition and learning as their primary SEND need may require additional support to access the curriculum.

Cognition and Learning additional needs includes:

- Moderate Learning Difficulties
- Specific Learning Difficulties such as dyslexia or dyspraxia
- Down Syndrome.



Communication and Interaction

Children who may have communication and interaction as their primary SEND need may have difficulties with social communication, such as interacting with their peers or communicating their emotional and physical needs. They may have the following diagnosis:

- Speech and Language difficulties
- Autism
- Asperger's syndrome



Social, Emotional and Mental Health

Children who may have social, emotional and mental health additional needs may find it challenging to support their own emotional regulation and this may impact their experiences at school. Children may have:

- Anxiety
- Emotional regulation challenges
- Attachment difficulties.



Sensory and/or Physical Needs

Children who may have sensory and or physical disability needs may require additional support in accessing the school environment. These can be children that have:

- a visual impairment
- a hearing impairment
- a mobility impairment
- Fine or gross motor difficulties
- Sensory processing difficulties



In 2001 the SEN and Disability Act extended the Disability Discrimination Act (**DDA**) 1995 to include education. Since September 2002 governing bodies have three key duties towards pupils with disabilities. This forms part 4 of the **DDA**.



They must:

1. Not treat pupils with disabilities less favorably for a reason related to their disability.
2. Make reasonable adjustments for pupils with disabilities so they are not at a substantial disadvantage.
3. Plan to increase access to education for disabled pupil.



To comply with statutory requirements, a **School Accessibility Plan** must be drawn up which contains three main strands:

1. Increasing access to the curriculum
2. Increasing access to the physical environment
3. Improvements in the delivery of written information



The **Accessibility Plan** is available on the school website. You can access it by clicking the link below.

There is an ongoing plan and review of facilities to help disabled pupils to access the school.

[Accessibility Plan](#)

How we identify and assess pupils with SEN:

There can be many reasons for learners not making expected progress, including:

- Absences
 - Attending different schools,
 - English as an Additional Language
- Worries that may distract them from learning.

Harper Bell understands that children who experience these barriers to learning are vulnerable and may need extra support to help them achieve. This does not mean that all vulnerable learners have SEND. Only those with difficulty that requires special educational provision will be identified as having SEND.



“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

(SEN Code of Practice, DFE, 2015).

These are pupils that :

- Make progress significantly slower than their peers, when starting from the same baseline.
 - Fail to match or exceed their previous rate of progress.
- Fail to close or widen the attainment gap between themselves and peers.



This may include progress in areas other than attainment, for instance, where a pupil requires support to make progress in emotional or social development in order to make a successful transition to adult life.



Assessing Pupils with SEND needs:

- When a pupil joins Harper Bell in Reception, baseline assessments are carried out.
- When an older pupil joins the school, their previous school is contacted to provide us with their records and additional baseline assessments may be carried out.
- Teachers assess pupils on an ongoing basis through the Assess, Plan, Do, Review cycle.
- Additional assessments may be required when a pupil is making less than expected progress.



Assessing Pupils with SEND needs:

If a child is not making expected progress in Literacy and/or Mathematics then the Birmingham Literacy and Language and/or Mathematics toolkit continuum would be completed.

(This is an assessment tool designed by the Birmingham LA Pupil & School Support Service to support teachers in monitoring progress and setting individual targets).

This would then identify strengths and weaknesses that the child has and suggest areas to focus upon.



Assessing Pupils with SEND needs:

- If your child has been identified as requiring additional provision in school, an **Individual Target Plan** (ITP) will be written by the SENCo and Class Teacher to identify personalised targets and outcomes for your child.
- If your child has medical needs, a **Medical Plan** will be written by the SENCo and Class Teacher.

Individual plans will be shared with parents and reviewed on a regular basis through the Assess, Plan, Do, Review cycle.



Assessing Pupils with SEND needs:

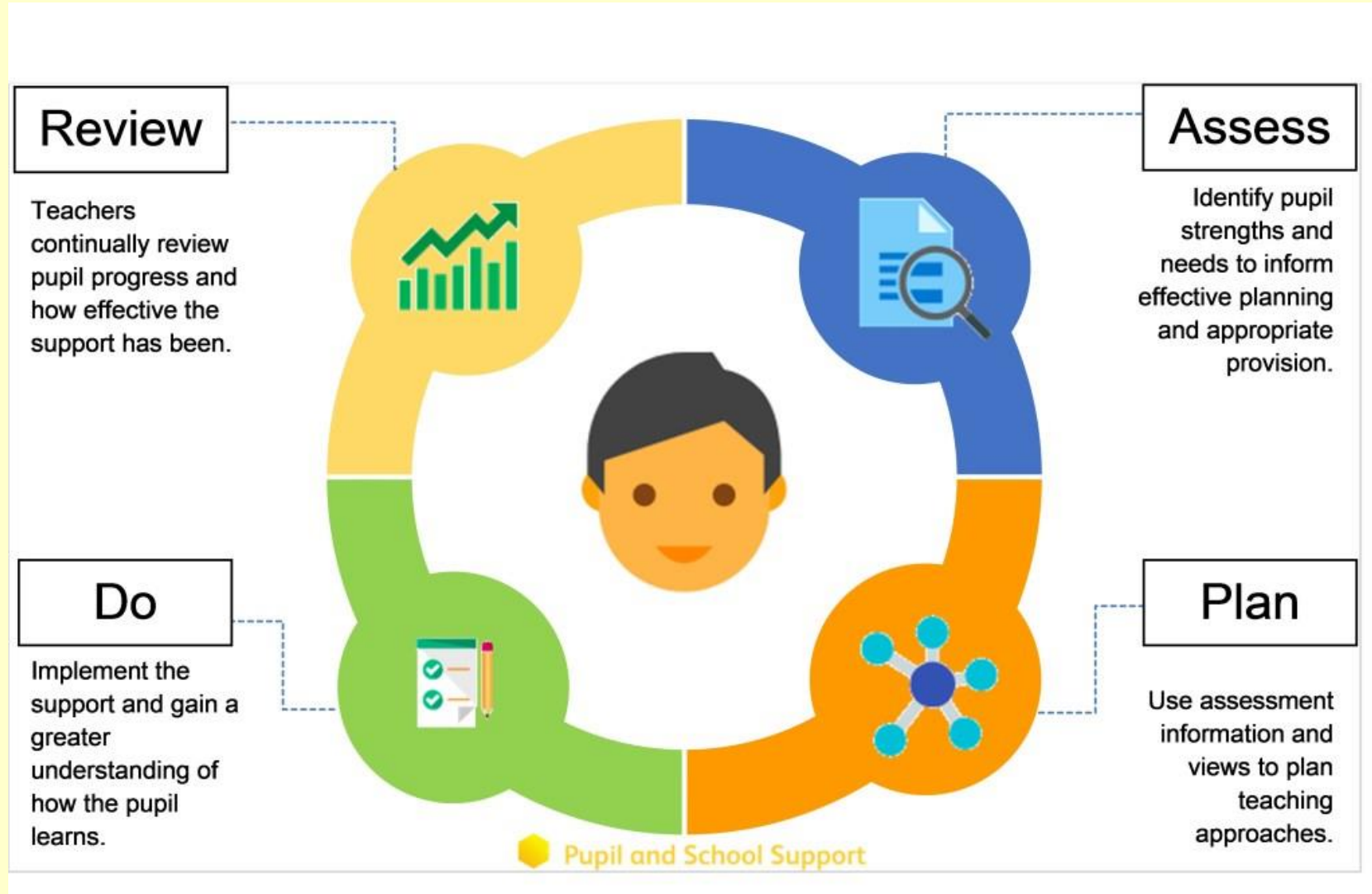
The SENCo, Miss Mason, will make sure that all the necessary school staff are aware of your child's needs.

All staff have access to a copy of these individual plans in the classroom. The plans identify how your child should be helped to succeed and make progress. Occasionally, your child's teacher may not be in class and this extra information is useful to the covering teacher.

Individual plans will be shared with parents and reviewed on a regular basis through the Assess, Plan, Do, Review cycle.



Assess, Plan, Do, Review Cycle



Our approach to teaching pupils with SEN:

The *whole school* have a responsibility for provision for pupils with SEN. The governing body, head teacher, SENCO and all staff have day-to-day responsibilities.

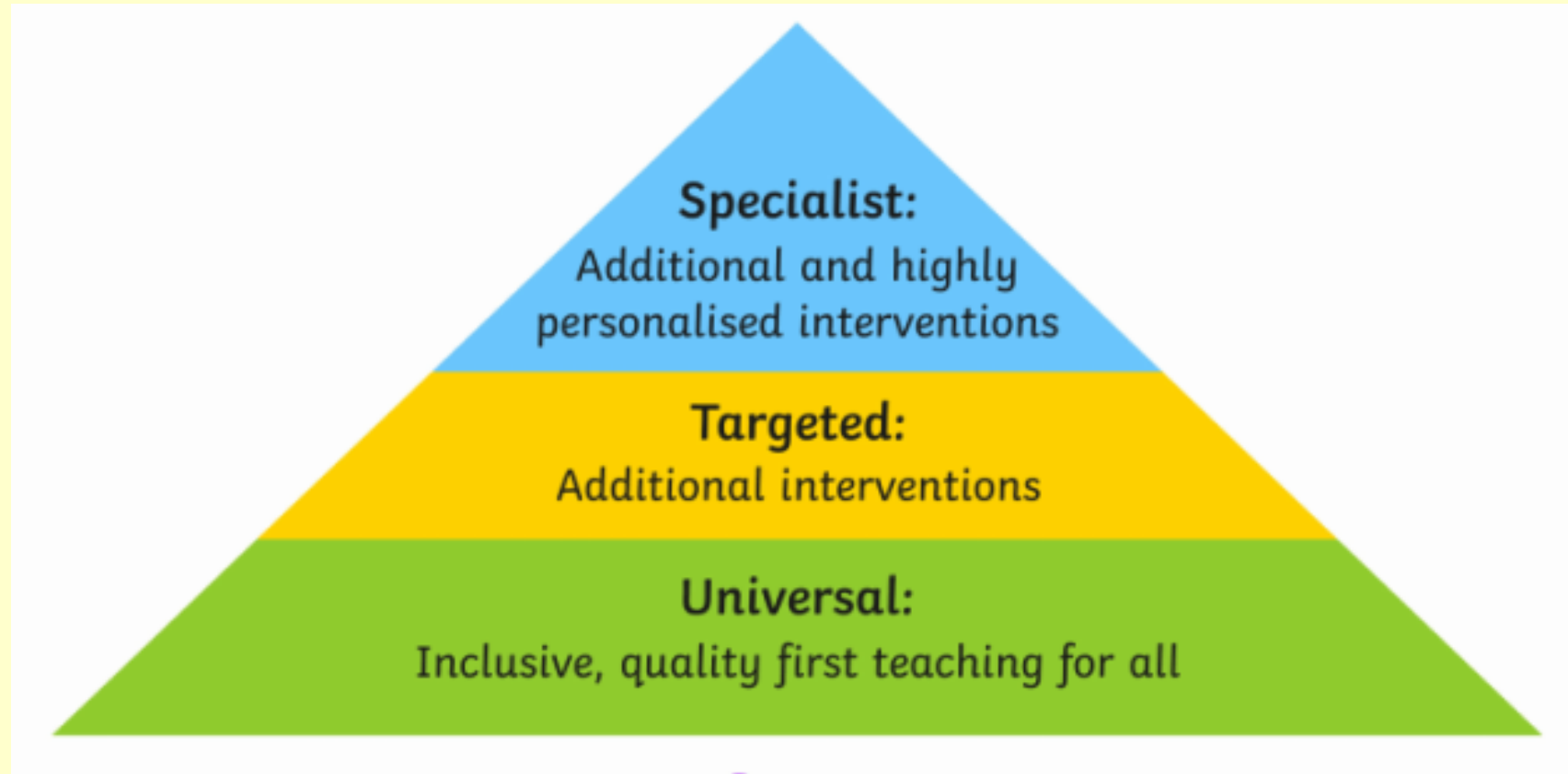
All teachers are teachers of pupils with SEN.

At Harper Bell we follow the Graduated Approach to teaching. All pupils are fully included in school life and through High Quality teaching are supported in their classrooms. This is **Universal Support**.

Sometimes provision is needed for pupils in **addition to, or different from** others in their class. This is **Targeted Support** and is tailored to the pupils needs. These pupils may be part of an intervention.

If after a period of time, if the Assess, Plan, Do, Review cycle has been followed and expected progress has still not been made following additional support, then the pupil may be referred, with parents' consent, to an outside agency for specialist assessment and advice. This is **Specialist Support**. This may include incorporating additional specialist strategies into school life to support your child through 1:1 interventions.

A Graduated Approach



Education, Health and Care Plans (EHCP)

On rare occasions, despite specialist intervention and advice from external agencies, a child may still makes little or no progress, or have severe or complex long term need that affect their everyday life.

At this point, a meeting would be held to discuss whether a request for an Education, Health Care Plan (EHCP) is required. This involves asking the Local Authority to assess the needs and provision required. The criteria for requesting an EHCP is laid out in Birmingham City Council's Local Offer which can be found here <https://www.localofferbirmingham.co.uk/>



Parents are informed if school staff consider the pupil may have an additional need.

At Harper Bell, if we consider that your child may have an additional need, we will arrange a parent meeting with the SENCo and Class Teacher to discuss this concern with you. Here we will ask for your consent for your children to receive SEN Support.

If a pupil joins our school with an identified SEND need, then the SENCo and Class Teacher will meet with parents to discuss the pupil's needs and the support that can be offered.

After an initial meeting, we will continue to involve parents in the review process.



How we support pupils preparing for transitions and adulthood:

When pupils with identified SEN are joining Harper Bell, additional transition activities are carried out to suit the child's needs. This may include: additional visits to school and their classroom, or being provided with a transition booklet with photographs of their classroom and key workers. A phased transition into full time school may also be necessary.

As pupils prepare to leave to go to other schools, additional transition activities are carried out. The SENCO will liaise with the new school and pass over relevant information.



Transitioning between phases

As each class move up a year group, a number of transition afternoons are held during Summer Term. All classes will visit their new classrooms and teachers and spend time completing transition activities.

If a pupil has an additional need which affects social interaction, anxiety or communication, the SENCo will oversee a plan of transition and include strategies such as transition booklets, use of photographs and additional opportunities to visit the new class.

With this additional support, all pupils are encouraged to become as independent as they can be, during their time in our school.



How we assess and review pupils' progress towards their outcomes:

We use the **Birmingham Language and Literacy and Mathematics Toolkit** as a tool to assess the progress of children with a special education need and establish outcomes. Using the Toolkit helps target support appropriately and review progress.

Pupil Progress meetings are held termly with the SENCo and Head teacher, where Class Teachers review all children's progress towards outcomes.

Teachers and Teaching Assistants that deliver interventions on a 1:1 basis or to small groups keep records and assess pupil's progress throughout the intervention. These are reviewed half-termly with the SENCo.



Individual Target Plans (ITPs) will be reviewed half-termly in discussion with the Class Teacher and SENCo to assess children's progress against individual targets.

Parents will be invited into school to discuss children's outcomes against their targets with the SENCo on a termly basis.

At Harper Bell, we value pupil voice. Therefore, as part of our review and assessing process, children's views on their progress towards their outcomes will also be included.

Through all of these processes, we will use the **Assess, Plan, Do, Review** approach to assessing pupil outcomes.



How we consult parents of pupils with SEN and involve them in their child's education:

- If parents have a concern regarding their child, they are able to book appointments with the Class Teacher or SENCo via the school office. The Class Teacher and SENCo are also available at the school pick-up/drop-off.
- Termly parent's evenings are held for all pupils in school and annual reports are sent home at the end of each year. The SENCo will be available to speak to parents with concerns.
- Parents of SEND children will be invited into school at other points throughout the year to discuss their child's progress or any other concerns.

Further Parental Involvement

- If a child has an EHCP then annual reviews are carried out with a multi-agency team meeting which parents would be invited to attend.
- Parents Consultations are carried out regarding the SEND Information Report, Accessibility Plan and also to review SEN provision across school.
- Questionnaires to gather parental views on the schools SEND provision will also be carried out.
- Drop in sessions are arranged when there may be a specialist outside speaker in school.



How we consult pupils with SEN and involve them in their education:

- At Harper Bell, Pupil Voice is an important part of our SEND Provision. We regularly discuss individual targets with pupils.
- Effective feedback within lessons is part of our five-part lesson model. Children will receive regular feedback on their progress towards targets and be encouraged to provide their own self-assessment against targets.
- Children are encouraged to complete a One-Page profile to identify their views on how best to support them in their learning.
- Pupil Questionnaires will be carried out with the children to gather their views on school's SEND Provision.



The expertise and training our staff have to support pupils with SEN:

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs. A regular drop-in session is held for staff to come and ask for advice about teaching approaches for children with additional needs.

The training is delivered by the SENCO or external agencies such as the school nurse, Communication Autism Team, Educational Psychology Service, Speech and Language Service or Pupil and School Support Service.

We refer to external agencies as needed and in line with 'graduated response.' If your child requires input from a specialist service, we request specialist training to support your child.



How we secure specialist expertise:

We can access support from a range of outside agencies and currently engage with:

- Birmingham Educational Psychology Service
- Communication Autism Team
- Pupil and School Support Service
- City of Birmingham Schools
- School health advisory service – school nurse.
- Sparklers Assistant Psychology Service

How we involve other organisations in meeting the needs of pupils with SEN and supporting their families:

We refer to other external agencies as needed and in line with the **Graduated Approach**. If your child requires input from a specialist service, we would discuss this with you first and gain consent. We can also arrange for you to meet with the specialist if you wish.

How we enable pupils with SEN to engage in activities with other pupils with children that do not have SEN:

Pupils with SEN are **fully involved and included** within the daily life of the school. All pupils are actively encouraged to apply for and undertake positions of responsibility to include school council, librarian, head boy or girl and play leaders.

All pupils are able to participate in afterschool clubs and activities and are included on outings and trips. Additional adult support may be needed on outings and on occasion parents are invited to join the class on a trip out of school. Please refer to our Educational visits policy for more information.





All children participate in their class assemblies and other performances, such as musical performances. When we have outside theatre companies in to perform, the additional needs of pupils are considered.

Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety. We will provide these children with alternative provision.

How we adapt the curriculum and learning environment:

All lessons are delivered through **High Quality First Teaching** and are differentiated as needed. Differentiation can be through a variety of ways; including adaptation of resources, outcome, use of equipment, adult support, small groups, and peer learning. All learning styles are addressed throughout the lessons and a variety of activities are used.

Examples include:

- All classes have access to a Maths areas with a range of practical apparatus to support learning and progress.
- Our reading books are organised so that they are at the appropriate level for your child to make progress.
- Our teaching staff use horse-shoe shaped tables to **guide** children they are working with.
- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.
- Our working walls have examples of **teacher models** to support independent learning.
- Children are encouraged to work with talk partners or in small groups to develop their ideas.
- Throughout our 5-part lesson model we use a range of **scaffolds** to support all pupils to access learning.



Additional Support for Learning:

For SEND children who are receiving targeted or specialist support, evidenced based interventions are also available. These include:

- Precision Teaching
 - Toe-by-Toe
- Catch Up Numeracy
 - Catch Up Literacy
 - Word Wasp
 - Direct Phonics



How we support children's emotions, social and mental development.

We are very proud of the pastoral support we provide for all the pupils and families at Harper Bell.

- We encourage pupils and families who wish to discuss any problems or request extra support to speak to Miss Mason, our inclusion lead, or Mr Baker, our School Chaplin. These concerns can range from friendship issues, attendance, family breakdowns, bereavements or any emotional difficulties that arise during the course of the year.
- Staff at Harper Bell have received training on Emotional Coaching from the Educational Psychologist department and we also have access to external agency providers to support children in mentoring. This may be 1:1 or group mentoring projects.
- The pastoral room is a safe space for children to access if they are finding difficulties in settling into the school day. This is a quiet space for children to access and regulate their emotions.

How we evaluate the effectiveness of our SEN provision:

SEN Provision is reviewed on an ongoing basis and through a number of ways:

- Pupil's progress towards their targets is reviewed regularly with the SENCo, Head teacher, Class Teacher and shared with parents.
- Observations of teaching and learning are carried out across school as well as learning walks to focus on SEN provision.
- 'Book Looks' will take part regularly across the school to evaluate pupil progress.



- Pupils are assessed at entry and exit to interventions to measure the impact and interventions and/or targets are reviewed for effectiveness and adapted as necessary.
- Parental Questionnaires and Parent Consultations will take place to gather parental evaluations of SEND Provision at Harper Bell.
- Pupil Voice Questionnaires will take place to gather pupil feedback on SEND Provision at our school.
- SEND Assessment data will be shared with the Governing Body and the SEND Governor will also take part in evaluation meetings alongside the Head teacher and SENCo.



Strategic Evaluation of Provision

- The SENCo uses a system called 'SEND data dashboard' for monitoring SEN provision across school. This system incorporates the provision map and SEN database.
- The SENCo, in conjunction with Pupil and School Support service and the Head Teacher, complete an annual SEND strategic audit which highlights strengths and weaknesses in provision across school.
- This audit is used to inform the SEN action plan which forms part of the whole school improvement plan.



How to raise a concern regarding SEND Provision

At Harper Bell, we pride ourselves on building positive relationships with pupils, parents and carers. We encourage an open and honest relationship whereby we can develop quality support for your child.

If parents have a concern regarding SEND Provision at Harper Bell, they are encouraged to raise this concern with Miss Mason (SENCo) or Mr Oram (Head teacher).

Additionally, our complaints procedure can be found online. Click the link below.

[Complaints Policy](#)



Harper Bell SDA Primary School

Love, Learning and Laughter

Our Children. Our Curriculum.

Faith, Cultural Heritage and Aspirations

For all pupils to fulfil their God-given talents and to aspire to achieve a university education.

How to find further information:

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

Information Advice and Support Service

Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk



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Where the LA's local offer can be found:



Birmingham's local SEND offer can be found at <https://www.localofferbirmingham.co.uk/>



This is a phased transition from: <http://www.mycareinbirmingham.org.uk/>