Central Region Schools Trust

Founded by the RSA

2025-26

Special Educational Needs Information Report

How we support children with special education needs and disabilities.

Holyhead

Teach What Matters

Welcome to our SEND Information report.

This report can be looked through page by page or use the ‘quick links’ to find answers to a specific question.



Areas of Special Educational needs

<u>The kinds of SEND that are provided for</u>

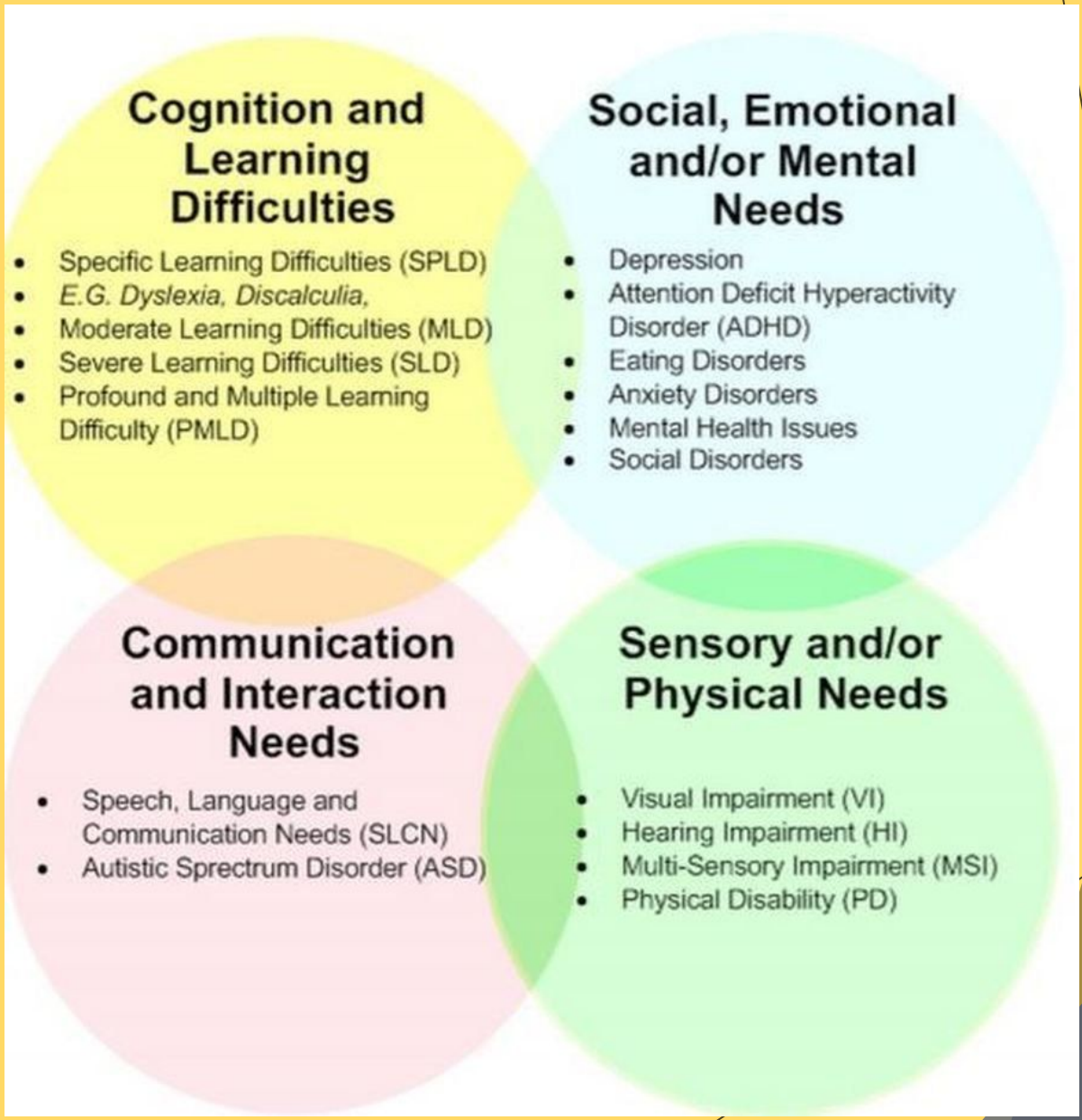
Our school currently provides additional and/or different provision for a range of needs, including:

Cognition & Learning

Social, Emotional & Mental Health,

Communication & Interaction Needs,

Sensory & Physical Needs.



Meet the SEND Team



Mrs K Robinson
Vice Principal, SENCo & Senior mental Health Lead



Mrs C Reid - **HLTA**



Mrs R Sogi - **HLTA**



Ms R Akhtar - **HLTA**



Mr I Almane - **AA**



Miss Blackman - **AA**



Mrs A Porter-Cuff - **AA**



Mrs L Williams - **Emotion Coach**



Miss Fuller-Broomes- **SEND Administrator**



Mr J Lionga- Link **Manager**

The Graduated Approach

Working together to support the unique child

Provision overview, enabling access for all.

Universal Provision – Quality First Teaching

All children have access to Quality first Teaching and a set of resources to enable **equal access** to the curriculum. These resources include, but are not limited to:

Differentiated teaching and learning using an assessment based approach focusing on the needs of the individual, a class TA to provide additional guidance and support, access to daily catch up sessions as required, mixed ability groupings where appropriate, access to ear defenders, access to the chill room, a class visual timetable, a safe, nurturing learning environment, EYFS focused skills areas (e.g. fine motor skills), identification of gaps in learning and support to bridge these gaps, EYFS early identification of need, clear teaching and learning cycles, access to extra curricular activities, access to whole class booster classes

Targeted Provision

Some children may need **additional support** in order to access the curriculum alongside their peers. This additional support will include, but is not limited to:

Targeted interventions for phonics, maths or English as needed, embedded intervention approaches within EYFS continuous provision, additional teacher or TA support as needed, a Pupil Passport providing individual targets and areas for monitoring, an individual Support Plan for children with SEND and a Target Book to evidence work on given targets, referral to the Educational Psychologist, targeted booster classes

Specialist Provision

Some children may require more **bespoke or specialist support**. This will include, but is not limited to:

External agency involvement, bespoke behaviour strategies, fine motor skills, movement therapy, physiotherapy, Lego therapy, inclusion in our Rainbow Group, sensory interventions, Relax Kids programme, Speech and Language Therapy and in school S&L support, therapeutic story writing, Story Links, Listening Matters



SOUTH HETTON PRIMARY SCHOOL VALUES
TOLERANCE
RESPECT
AMBITION
PERSEVERANCE
INDEPENDENCE

Local Offer

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What should I do if I think my child has Special Educational needs?

Complete the Google form on the Parent Portal to flag concerns about your child. This information goes straight to the SENDCo who will them invite you in to discuss your concerns in person.

We will strive to provide the support your child needs at all costs but if you feel that you need an external second opinion, you can access SENDIASS who are an impartial parent support provided as part of Birmingham's local offer.

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

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How does the school know if a child needs extra help?

Upon entry to Holyhead School, we assess each student's current ability using a range of standardised tests. Class teachers make regular assessments of progress for all students through completion of the academic profile data.

If it is discovered that a student:

- 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

They will be referred to the SENCo. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. To unpick any unmet needs the SENCo will prescribe additional testing, observe students in their lessons and gather a student and staff voice.

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How will both school and I know how my child is doing?

We will always formally notify parents when it is decided that a student will receive SEND support. Students who do not have an EHCP but do require a wave 2 or wave 3 intervention will receive a Support Learning Information Plan (SLIP). This will be generated by a member of the SEND team and posted home after a phone call informing the parent/carer of the situation. All SLIPS will be reviewed on a 6 months basis and all new documentation will be shared with parents/carers.

For students with EHCPs, we approach annual reviews in a manner that places the student at the centre of the discussion. We aim to complete the documentation and send it home a week prior to the meeting. This allows parents and carers to read our perspective and get an idea of what we think will best support their child.

During the meeting, the documentation will be finalised, adding any adjustments the family think need to be made.. This system ensures that:

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

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How will school help me support my child's learning?

All classes use Google classrooms for the majority of the content for lessons. Parents are welcome to join the Google Classrooms of their child to check their progress and to support with additional learning at home.

SEND Parents are encouraged to attend Community Cafe sessions held to support them in a range of areas.These coffee mornings provide support on reading intervention, meeting external agents as well as support for social, emotional and mental health concerns.

SEND students also have an additional Google Classroom dedicated to revision strategies as well as a Mental health support tab on the student portal.

Regular home contact is made using Arbor. This platform provides you with information about your child's behaviour, progress and attendance as well as copies of additional letters or information.

More broad information about SEND is also available on the Parent Portal.

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How will the curriculum be matched to my child's needs?

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

- Differentiating our curriculum to ensure all students are able to access it

- Reducing the GCSE load for our most vulnerable SEND students by transforming one option into an Access lesson. Students have the chance to overlearn information. The students also have the opportunity to complete their Entry Level Qualifications in English, Maths and Science.

- Taking KS3 students out of the most academic lessons to provide them with a nurture based program to support their SEMH and develop their cognition and learning skills.

- Providing SLIPs for students who have specific learning needs that need to be communicated to their teachers

- 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.

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How are the schools resources allocated and matched to children's special educational needs?

Each student will be subject to a variety of tests upon entry to the school each academic year. These tests will inform the SENDCo and her team about any potential underlying needs that could possibly result in students not meeting their full potential.

In order to support these learners, resources such as intervention programmes, materials and time will be available to students to ensure they are making expected progress.

These individual interventions make up the Waves of Interventions, ranging from group support for all areas of need to specialist 1:1 support from professional external agents.

All progress is monitored and used to measure the efficacy of interventions.

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How will the school decide the type of support my child will receive?

Holyhead School follow the graduated approach, four-part cycle of assess, plan, do, review to measure students' rates of progress and levels of impact made by set interventions.



<u>Students with an EHCP</u>

- Will have their progress targets manipulated annually to ensure that they are relevant and SMART.

<u>Students with Wave 2 and Wave 3</u>

- Will have their SLIPs and student voices updated termly
- The SENDCo and SVP for Safeguarding and Wellbeing will meet fortnightly to assess the progress of students with SEMH needs.
- Be baselined and retested post intervention using appropriate standardised ability and attainment tests
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with these students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

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How does the school judge whether the support has had an impact?

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

- Reviewing student's individual progress towards their goals each term,
- Reviewing the impact of interventions after 6-12 weeks (depending on the intervention),
- Using student and parent questionnaires,
- Learning Walks focussing on Adaptive Teaching by the SENDCo,
- Increases in attendance, positive behaviour logs and academic progress data,
- Decreases in negative behaviour logs,
- Holding annual reviews for students with statements of SEND or EHC plans.

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How will my child be included in activities outside the classroom including school trips?

All of our enrichment activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on take part on our Duke of Edinburgh program

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND or disability.

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

From a curriculum perspective, Holyhead School ensures that the PSHCE schemes of learning support the personal development of required to meet the needs of our young people.

We have a zero tolerance approach to bullying and Bullying Ambassadors who provide support and peer mentoring to those who need additional support even after the incident has been resolved.

The SENDCo is also the Senior Mental Health Lead (SMHL) who liaises closely with the Lead DSL to ensure all student who require support, receive it. There is also a Mental Health tab on the student portal which sign posts internal and external mental health support. This portal also has the student helpline which is available via the Student Portal.

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What training have the staff supporting SEND had or what are they having?

All staff are trained to understand how best to teach students with learning differences. This is mostly achieve through the use of our Quality First Teaching (QFT) framework.

Student whose needs exceeds this, will have personalised teaching and learning plans in the form of IEPs which we call a ‘SLIP’ (Student Learning Implementation Plan).

The HLTAs have different specialisms, ranging from Speech and Language skills, to literacy and numeracy as well as DBT skills.

All AAs support learners inside the are have been trained to offer our young people discreet support (to protect their self esteem).

All Form Tutors have been trained to communication emotions using the Zones of Regulation framework to support students with self regulation.

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How accessible is the school both indoors and outdoors?

Our school is a large site with many buildings that have different levels. However, we have lift access to the majority of our classrooms and we have disabled toilets across the site.

When a student has a physical disability, support is given from Physical Disability School support (PDSS) to write a risk assessment on the students ability to move around the school site safely. This will be reviewed annually to ensure all students can access the school and feel safe.

Reasonable adjustments are put in place for students with mobility issues such as leaving the lesson 5 minutes early to avoid crowds, etc.



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How are parents involved in the school? How can I get involved?

We have many different events organised for parents to see the school, speak to staff and also to make sure their voices are heard. The types of events we have are:

- Parent contact days
- Form tutor meetings
- Parents evenings
- Community Cafe Coffee mornings
- School performance events
- Mentoring programme feedback evenings

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How do children contribute their views about their support and who can help them?

Student's voice is vitally important to us and we use this to shape the type of support that is given.

When students are given a Support Learning Information Plan (SLIP), they are asked for their own views about their life, their ambitions and the best way to support them in the lesson. This creates strong communication and understanding for the student and the teachers/ support staff.

Students also have other ways of sharing concerns through the student helpline or through the google forms which are shared to all students.



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What specialist services are available or can be accessed by the school?

Holyhead School employs the following external agents to support our students in the following way (wave 3):

- Educational Psychologist (EP) assess the mental health of students who demonstrate extreme negative behaviour. The EP creates a report and targets for the school to follow using the graduated approach. Targets will also be shared with teachers through use of the SLIP.

- student and School Support (PSS) an external agent who tests the spectrum of a student's ability in order to support cognition and learning needs.

- Speech and Language Therapist (SaLT) They work directly with students as well as provide strategies for teaching staff which we communicate through the SLIPs. The SaLT also provides whole school CPD on SLCN needs.

- Communication in Autism Team (CAT) Meets with students with a medical diagnosis of Autism (ASC). This helps us target set and monitor their rates of progress through the AET progress tracker. The CAT also provides whole school training on communication and interaction difficulties for those with ASC.





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How will the school prepare and support my child when transferring classes or schools?

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

For year 6 students, the transition team will collect qualitative data from primary schools during their visits on all students they deem requiring additional support of any kind. That data will then be reviewed and form part of the process for building the SEND register. The other part of the picture will come from standardised ability testing, identifying those with literacy needs (GL Screener), their preparedness for learning and perceived capability (PASS) and their general 'ability' (CAT4).

Year 6 students with an EHCP coming to Holyhead School will receive a 1:1 tour with the HLTA. This member of staff will also visit them in their current setting, attending their final primary school annual review where possible.

EHCP students who leave at Year 11 will receive transitional support from the HLTA responsible for overseeing Key Stage 4. She will ensure all EHCP paperwork is hand delivered to the SENCo, including any live access arrangement paperwork and SLIP, during her transition visit with the student.

Those in Key Stage 5 will receive additional support with completion of university application paperwork, planning of travelling and supporting the family with any concerns.

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Who can I contact for further information or to complain about SEND issues?

Complaints about SEND provision in our school should be made to the SENDCO (Mrs Robinson) in the first instance. They will then be referred to the school's complaints policy.

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

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

If you have any concerns regarding your child's rate of academic progress, please contact the SENDCo on:

Mrs K Robinson on: 0121 523 1960 or SEND@holyhead.crst.org.uk

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The Local Offer

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

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School Contact details:

If you have any concerns regarding your child's rate of academic progress, please contact the SENDCo:

Mrs K Robinson on: 0121 523 1960 or SEND@holyhead.crst.org.uk

If you have any concerns regarding your child's social, emotional, mental health or negative behaviour, please contact the Vice Principal :

Year 7 & 8: Mrs N Marnell nmarnell@holyhead.crst.org.uk

Year 9: Mrs D Denny - ddenny@holyhead.crst.org.uk

Year 10 & 11: Mr D Lovell - dlovell@holyheadcrst.org.uk

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What other support services can help me?

nasen
Helping Everyone Achieve

SPECIAL NEEDS JUNGLE

SEND IASS
Special Educational Needs and Disability Information, Advice and Support Service
(Formerly Parent Partnership)

BIRMINGHAM PARENT CARER FORUM
WHAT WE'RE ALL ABOUT
Birmingham Parent Carer Forum

Autism Education Trust

IPSEA
Independent Provider of Special Education Advice

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