



Timbertree Academy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Policy Start Date	September 2023
Policy Review Date	September 2025
Author	Mrs Marie Malcolm

SEND Information Report 2024-25

for Timbertree Academy

in accordance with section 65(3) and section 69(2) of the Children and Families Act 2014 Legislative Compliance and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Timbertree Academy currently has an average of 20% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs. Currently, the school does not have any child, parent or staff member who uses a wheelchair. Ramps and handrails have been fitted to steps on the ground floor to make it accessible.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

WHAT KIND OF SPECIAL EDUCATIONAL NEEDS PROVISION IS ACCESSIBLE FOR CHILDREN AT TIMBERTREE ACADEMY?

Timbertree Academy is a fully inclusive school, which ensures that all pupils 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 need. (See Whole School Provision Map for individual interventions in the Local Offer).

HOW DOES THE SCHOOL KNOW IF A CHILD NEEDS EXTRA HELP?

Timbertree has a clear system for identifying children who need additional support and who may be identified as having a Special Educational Need or Disability (SEND) – see the SEND Policy. Identification of SEND will be considered through:

1. Liaison with previous teachers and support staff
2. Careful monitoring of progress and assessments
3. Concerns raised by parents
4. Concerns raised by staff
5. Health diagnosis through the child's GP or Paediatrician

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

If you have concerns that your child may have additional needs and requires support, then you are strongly encouraged to see their class teacher or Mrs Malcolm, the SENDCo, to discuss this as soon as possible. If the school considers there is a gap in their learning or a barrier preventing learning, then early intervention to eradicate the lack of progress will be put in place within class, either through differentiated activities or focussed interventions in order to close the gap in their learning.

HOW WILL SCHOOL SUPPORT MY CHILD?

Timbertree Academy has an array of resources and provision for children who may be in need of additional support at any stage of their school life (see Whole School Provision Map).

WHO WILL EXPLAIN THIS TO ME?

Your child's class teacher will be able to explain the provision that has been provided for your child, and the SENDCo, Mrs Malcolm, is always available to discuss interventions or support that your child has been offered.

WHAT OPPORTUNITIES WILL THERE BE TO DISCUSS MY CHILD'S PROGRESS?

At Timbertree, we welcome you to make an appointment to discuss your child's progress and wellbeing with either their class teacher or the SENDCo at any time. We will offer you advice and practical ways that you can help your child at home. As part of our commitment to you we offer an open-door policy as we believe that your child's education should be a partnership between parents and all adults within school. We will communicate with you on a regular basis, especially if your child has complex needs. You will also be invited to attend at least two Parent Consultation Meetings and book further appointments with the SENDCo at this time, should you want to. If your child is on the SEN register and receiving specialist support where a number of outside agencies may be involved, you will be invited to meet with the SENDCo to discuss your child's progress more regularly and at Annual reviews if your child has an Education and Health Care Plan.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Class teachers continually assess the progress of all children in their care against the National Curriculum or The Early Years Foundation Stage as part of their daily practice. Progress, the reasons why individuals are experiencing difficulty, and any further support which can be offered will form the basis of the discussion at review meetings. Any child who needs additional support throughout the term may be referred to the SENDCo. In all aspects of the process, parental views will be sought. Children with identified additional needs may also be assessed against the SEND Continuum to identify any gaps in learning. (The Toolkit Progress Tracker is a tool we are now using to assess how much progress our SEND learners are making. It will allow us to very clearly identify how the children are moving through the bands within the different areas. It will also allow us to identify where we need to focus teaching within particular strands.)

WHAT SPECIFIC EXPERTISE IS AVAILABLE TO CHILDREN WITH SEND?

All staff delivering interventions are appropriately trained. We are also supported by an outside team of experts from Inclusion Support – Sandwell's SEND Support Service. They are:

- Colette Soan – Educational and Child Physiologist
- Samantha Webster – Special Educational Needs Advisory Teacher – Learning and SpLD
- Sarah Messenger - Special Educational Needs Advisory Teacher – SEMH

The SENDCo has an annual Service Agreement Plan (SAP) meeting at the start of the year and an interim review meeting at the half year point to discuss the involvement of any outside agencies.

We can also access through Inclusion Support, support from their very specialist services as and when we need them, which are:

- Preventing Primary Exclusions Team
- SEN Advisory Team for Complex Communication Disorders
- Sensory Support Service (Hearing & Visual Impairment)
- Early Years Inclusion Support
- For Speech and Language, Occupational Therapy, Physiotherapy and CAMHS, we are supported by a team of experts, who are deployed to work with our school staff, once parents have made a referral to the service

Inclusion Support 0121 569 2777

Speech & Language 0121 6122010

Occupational Therapy 0121 6122010

Physiotherapy 0121 6122010

CAMHS 0121 6126620

Special Educational Needs Service 0121 5698366/0121 5698493

Sandwell SEND Information and Advice Support Service (Previously Parent Partnership

Service) 0121 555 1821

WHAT SUPPORT IS AVAILABLE FOR ENSURING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SEND?

We are a highly inclusive and nurturing school and central to our ethos are our core values of relationships, learning and success. All year groups receive Jigsaw PSHE lessons every week, with follow-up class assemblies, which supports SEMH need through Quality Wave 1 Teaching. Alongside this, we also offer a 'Safe Place' within every classroom for children to access when they need to. With an introduction of Conscious Discipline to our school behaviour policy, children are becoming the problem solvers and staff are focusing on the positives and being the facilitators. This has meant that Timbertree

has become a much calmer and more well-balanced environment. This, in turn, has had fantastic outcomes for those with SEMH needs. All staff play an important role in supporting children's social needs. We have our Sensory Room which is also used as a Wellbeing Hub with a dedicated team. We also have a Forest school with a trained leader and support staff, who work with children from across the school who may be having confidence difficulties or social and emotional difficulties either at home or at school. If you have any concerns, then the first point of call is your child's class teacher. If the class teacher has concerns, they will raise them with parents, and the SENDCo, to create a holistic approach to meeting the individual needs of our children.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

We have a Year 6 Student Leadership Team and a School Council made up from representatives from each class across the school and all children are encouraged to share their views within class. All children take part in an annual Pupil Attitude Survey, which helps us to capture the views and feelings of all children. If your child has a statement of Special Educational Need, then their views will be sought before any meetings. Our curriculum also encourages children to express themselves through discussion, the spirit of enquiry and by articulating their learning.

WHO IS THE NAMED SEND CONTACT?

Mrs Marie Malcolm

Timbertree Academy

Valley Road

Cradley Heath

B64 7LT

marie.malcolm@timbertreeacademy.org.uk

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEN HAD OR ARE CURRENTLY HAVING?

All teaching and support staff are trained to support reading, writing, maths and wellbeing. Many of our members of support staff are also trained in positive handling to support children with emotional or behavioural needs, and we have a trained Mental Health First Aider. We also have a number of support staff who deliver speech and language support through a variety of programmes, and those who have undergone Autism Training.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING SCHOOL TRIPS?

All children are included in all parts of the curriculum and where necessary all possible reasonable adjustments will be made to ensure that all children can take a full part in all school activities.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

We liaise closely with staff in other schools and parents when receiving children from or transferring children to another school. A phased transition may be the most appropriate for our most vulnerable children and visits to the school prior to transition or by our staff to visit children in their current school may be advisable. Within school, we hold Transition Meetings at the end of the Summer Term for children we feel may find transition particularly difficult, or those who have more complex needs. For transition to high school, the SENDCo, and class teacher plan transition activities carefully. For our most vulnerable children, our SENDCo and Year 6 teacher work closely together to liaise with appropriate staff at the Secondary school, organising additional visits, days and tours or for children to take part in summer schools if appropriate.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S NEEDS?

Access to information within the classroom is enabled using visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with an iPad to zoom in on text and images, or information is written down for them.

All resources are matched and allocated based on the individual needs of the child. Children who have more complex needs will have more school resources allocated to them in order to help them make progress in their learning and social and emotional intelligence. Provision of resources is monitored very closely to allow us to respond swiftly and precisely to all children's needs. Please see the Whole School Provision Map for an outline of resources and interventions we are able to offer.

HOW DO PARENTS KNOW IF SUPPORT OR RESOURCES GIVEN ARE HAVING AN IMPACT?

Reviews of progress termly, with your child's class teacher or SENDCo, Mrs Malcolm. Verbal feedback at Parent's evening Visible progress in terms of learning and or confidence and independence.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- The first point of contact would be your child's class teacher to share any concerns you have.
- You can arrange to meet Mrs Malcolm, our SENDCo.
- Look at the SEN policy on our website
- Contact SENDIASS – 0121 500 4010 or <https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwelliass/>

WHAT ARE THE ARRANGMENTS FOR PARENTS OF CHILDREN WITH SEND WHO MAY WISH TO COMPLAIN ABOUT THE PROVISION?

Parents who wish to complain are strongly encouraged to initially speak to their Class Teacher and then the SENDCo. If they are still not satisfied, they can speak to the Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Headteacher, the parent would be directed to the school's Chair of Governors and/or complaints procedure.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Contact the school office in the first instance and arrange a meeting with the Head of School and or SENDCo to look around and discuss how school might meet your child's needs.

Where is the Local Authorities Local Offer published?

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>