

SEN INFO (SCHOOL OFFER)

Rookery School Special Educational Needs and Disability Information [Birmingham Authority SEN Support Portal \(Local Offer\)](#)

'All pupils, including those with special educational needs and/or disabilities (SEND), enjoy many enrichment opportunities.' **OFSTED 2023**

'...children, including those who are disadvantaged and those with SEND, make strong progress in the early years foundation stage and are well prepared to enter Year 1. 'Disabled pupils and those with special educational needs are well taught.' **OFSTED 2023**

'Pupils in the Autism Spectrum Condition (ASC) Resource Base are supported well to access the school's curriculum in full thanks to expert teaching, and carefully targeted support. These pupils thrive thanks to leaders' ambitious support for them.' **OFSTED 2023**

At Rookery School children in our Resource Base are fully included in all aspects of school life. Rookery School and Rookery Resource Base are one community that put the children at the heart of all that we do and aim to provide a safe and stimulating learning community. Our curriculum is underpinned by our school vision and promotes British Values across the curriculum and in all we do every day.

Provision for pupils with special educational needs is outstanding. We have an Autistic Spectrum Conditions (ASC) resource base which is extremely successful in reintegrating children into mainstream. Please note that to secure a place for your child at Rookery ASC Base your child must have a diagnosis of autism and a ~~Statement of SEN~~ or an Education, Health and Care Plan (EHC) stating that autism is the primary area of need. If your child does have the required diagnosis and an ~~Statement~~ or EHC to obtain a place at the ASC base you must first contact SENAR (Special Educational Needs Assessment and Review).

"The staff know my child inside out and nothing is too much trouble. My child has made unbelievable progress since starting the base. The children have such wonderful opportunities such as swimming, learning a language, life skills, horse riding, music and art." **Parent 2023**

The Leader of the ASC Base is:
Mrs Kerry Stanley

Children with SEND make good progress. We are aware that these children need to accelerate their progress even further.

Here are some FAQs which may help you:

1. **What kinds of support do we offer for children with Special Educational Needs?**
 - Quality First Teaching
 - Small group targeted intervention
 - Individual targeted interventions

Rookery teachers are constantly involved in research projects to identify the best strategies to support children's learning. You can be sure that Rookery teachers will know your child's strengths and passions.

Here are some recent successful strategies identified by our teachers during research:

- Metacognitive strategies – so children understand how they learn best.
- Embed a level of independence for each child.
- Adaptations for sensory needs
- Concrete and pictorial resources to support children to abstract concepts.
- Provide plenty of opportunities for real experiences.
- Self and peer assessment.
- Colourful semantics are used to support writing.
- Effective teaching of new vocabulary.
- Use of dialogue frames to support speaking and thinking.
- The sharing of expert advice from colleagues, both within school and from outside agencies.
- Speech and Language Link is used to support children with speech, language and communication needs (SCLN)

The types of SEND that we support at Rookery are:

- **Cognition and Learning**

- How your child thinks, learns and understands their world.

- **Communication and Interaction**

- How your child talks to, listens, responds, plays and learns with other children and adults.

- **Social, Emotional and Mental Health**

- How your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine.

- **Sensory and/or Physical needs**

- How your child responds to their environment and learning using their senses and any diagnosed medical issues.

For further information see:

[Special educational needs and disability code of practice](#)

We support children through Quality First Teaching

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and understands.
- Different ways of teaching are used so that your child is fully motivated to be involved in their learning.

- Your child's progress is constantly checked to ensure that the teaching and any additional resources meets their needs.

We support children through targeted group work.

For your child this would mean:

This is where your child works with a smaller group of children, who are at a similar place in their learning, often called an intervention group.

For your child this would mean:

- Working in small group sessions on specific targets or objectives to support their progress.
- These sessions can be led by a teacher or teaching assistant, under the direction of the class teacher, coordinators or SENco.
- Progress is constantly monitored to ensure that this small group work meets the group's needs.

We support children through targeted individual work

For your child this would mean:

- Working 1 to 1 on specific targets to support their progress.
- These sessions can take place at various times in the school day.
- These sessions can be led by a teacher, teaching assistant under the direction of the class teacher or specialist staff such as the Learning Mentor or Speech and Language Therapist. Advice comes from coordinators, the SENco or any outside agencies who are involved.
- Progress is constantly monitored to ensure that 1 to 1 interventions are meeting the child's needs.

2. How are Special Educational Needs identified?

How do parents/carers raise concerns?

Talk to us:

- Firstly contact your child's class teacher
- SENco/ Inclusion Manager
- Pastoral Manager

We pride ourselves on listening to and building positive relationships with our parents/carers.

How does the school identify a child's Special Educational Need?

- Regular discussions with parents/carers about any concerns with your child's learning or progress.
- Class Teachers will raise concerns with parents/carers and the SENco following day to day teaching and observations or teacher assessments.

- Class Teachers, SENco and Senior Managers will identify children who are not making expected progress from the schools tracking system. This is carried out at least three times a year.
- Sometimes advice is requested from appropriate outside agencies to identify specific needs using specialist assessment.

3. **How will school monitor the progress of children with SEND?**

We:

- Set and review individual targets regularly.
- Check that additional support the child receives is planned and monitored carefully by the class teacher, coordinators and SENco.
- Have regular meetings between class teachers, SENco, teaching assistants and senior managers to discuss children's progress and provision.

Who will explain this to me?

- Class teachers will meet with parents/carers at least on a termly basis, this could be part of Parent sharings (individual meetings can be booked with the class teacher) or as a review of targets to discuss and review your child's needs, support and progress.
- The SENco is available for further information and discussion.
- Children with EHC plans will have annual reviews.

4. **What extra-curricular activities can a pupil with Special Educational Needs access at school?**

Rookery is an inclusive school and all activities are available to pupils with SEND. If appropriate reasonable adjustments will be made to meet the needs of the individual child so they can participate. Class teachers will be able to tell you what before and after school clubs/activities are available.

5. **Who are the best people to talk to about SEND?**

We always encourage you to speak to your child's class teacher about any concerns you may have about your child. However, if you have a specific concern about your child's learning, special educational or additional need then the SENco can be available to speak to you.

The SENco is a teacher who is responsible for supporting members of staff, parents/carers/ and pupils in meeting the additional needs of all children. They have specialised training in coordinating SEND across the school.

The name of our SENco is:

Mrs Emma Whitehouse

She can be contacted by arranging an appointment through the Pastoral Manager or the school office

The name of our Pastoral Manager is:

Mrs Satvir Rai

6. What training does the staff in school have to support children with Special Educational Needs?

To ensure our staff have the skills and knowledge to support children with SEND there is a programme of on-going training, both in school and off-site.

Recent training has included:

- Research by the staff team into the most effective strategies to support children with SEND.
- RWI
- Numicon
- Lead teacher in Autism
- Staff have been trained at level 1 for Autism.
- Some staff have been trained to level 2 and 3 for Autism.
- QFT training
- Sensory circuit training
- Precision training
- Lego Therapy
-

7. How does the school get more specialist help?

At Rookery, if we feel a child needs more specialist help we can work with a range of outside agencies.

AGENCY OR SERVICE	WHO THEY WORK WITH
EDUCATIONAL PSYCHOLOGY SERVICE	CHILDREN WITH MORE SIGNIFICANT AND COMPLEX LEARNING NEEDS. PROVIDE SCHOOL STAFF WITH ADVICE ON TEACHING STRATEGIES, RESOURCES, INDIVIDUAL AND WHOLE SCHOOL TRAINING
PUPIL AND SCHOOL SUPPORT (PSS)	PROVIDE SCHOOL STAFF WITH ADVICE ON TEACHING STRATEGIES AND RESOURCES, INDIVIDUAL AND WHOLE SCHOOL TRAINING TO SUPPORT PUPILS WITH DIFFICULTIES IN LANGUAGE, LITERACY AND MATHS.

AGENCY OR SERVICE	WHO THEY WORK WITH
	INDIVIDUAL ASSESSMENTS OF PUPILS WHO ARE NOT MAKING PROGRESS IN LANGUAGE, LITERACY AND MATHS AND ADVICE ON NEXT STEPS.
SPEECH AND LANGUAGE THERAPY SERVICE (SALT)	CHILDREN WHO ARE REFERRED BY THE GP OR SCHOOL WHO HAVE SPECIFIC SPEECH OR LANGUAGE NEEDS. PROVIDE SCHOOL WITH ADVICE ON WORK THAT CAN BE CARRIED OUT IN SCHOOL AS WELL AS PROVIDING SPECIFIC PROGRAMMES IN CLINIC.
COMMUNICATION AND AUTISM TEAM	CHILDREN WITH SOCIAL AND COMMUNICATION DIFFICULTIES OR A DIAGNOSIS OF AUTISM. PROVIDE INDIVIDUAL AND WHOLE SCHOOL TRAINING FOR STAFF WITH ADVICE ON TEACHING STRATEGIES, RESOURCES FOR PUPILS WITH AUTISM.
SENSORY SUPPORT SERVICE	CHILDREN WITH VISUAL OR HEARING IMPAIRMENTS. PROVIDE SCHOOL WITH ADVICE REGARDING RESOURCES AND STRATEGIES TO SUPPORT CHILDREN WITH SENSORY IMPAIRMENTS
WILSON STUART OUTREACH	CHILDREN WITH GROSS MOTOR SKILL DIFFICULTIES. PROVIDE SCHOOL WITH ADVICE REGARDING RESOURCES AND STRATEGIES TO SUPPORT CHILDREN WITH PHYSICAL DIFFICULTIES.
BEHAVIOUR SUPPORT SERVICES (CITY OF BIRMINGHAM SCHOOL COBS)	CHILDREN WITH CHALLENGING BEHAVIOURS. PROVIDE SCHOOL STAFF WITH ADVICE ON TEACHING STRATEGIES, RESOURCES, INDIVIDUAL AND WHOLE SCHOOL TRAINING
HEALTH PROFESSIONALS	PROVIDE ADVICE AND SUPPORT FOR STAFF WORKING WITH INDIVIDUAL CHILDREN WITH HEALTH NEEDS. SCHOOL NURSE, OCCUPATIONAL THERAPIST, PHYSIOTHERAPIST, CHILD DEVELOPMENT CENTRE.
FORWARD THINKING BIRMINGHAM	CHILDREN WITH SPECIFIC MENTAL HEALTH ISSUES E.G. ANXIETY/ DEPRESSION.

8. How are the parents of children involved in the education of pupils with Special Educational Needs?

- Open door policy to listen to parents/carers about their concerns.
- Regular review meetings
- Parents sharings/evenings
- Annual reviews for children with EHCPs
- Class assemblies, some specific class workshops

Parents of children with SEND have regular coffee mornings to share strategies and get advice from expert staff.

9. How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, for example:

- Developing and achieving targets through the Assertive Mentoring Programme.
 - Encouraging pupil voice and responsibility through Assertive Mentoring.
 - Taking responsibility for achieving their 'Ready for Learning' targets through Assertive Mentoring and DOJO points.
 - Children are responsible for sharing their learning with their parents.
 - Self-assessment and evaluation
 - All children are encouraged to speak to members of staff if they have a concern or worried about anything.
 - Learning mentors support children's behaviour for learning.
- Children identified with SEND additional needs are also involved in:
- Annual Review Meetings
 - One Page Profiles (For children with Autism)
 - Child Friendly ITPs

10. How is the governing body involved in supporting families of children with Special Educational Needs?

At Rookery we have a designated governor with responsibility for SEND who liaises with the SENco/ Inclusion Manager to ensure that the Governors are informed about provision, progress and well-being of our children with SEND. To ensure confidentiality any feedback or reports do not name individual children.

If you have concerns about how school deals with your child regarding any SEND issues you can discuss these with the Headteacher or the Governing body.

The name of our SEND Governor is:

Claire Marshall and Troy Grizzle

If you want to discuss any issues with our SEND Governor, she can be contacted by arranging an appointment through the clerk to the governors. Please contact the school office.

11. What support services are available to help Parents/carers with children with Special Educational Needs?

Our school SENCO will be able to advise you on the support services available to you, both locally and nationally

It is recommended that you contact your **GP** to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

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.

The service is impartial, confidential, and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.

Information Advice and Support Service

Special Educational Needs and Disability Information Advice and Support Service

<https://www.birmingham.gov.uk/info/50258/sendias>

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

**12. How will we support your child through transitions?
Before your child starts at our school:**

- Visit to existing school or home visit where relevant.
- Your children will be encouraged to attend 'Stay and Play' sessions before starting Nursery.
- Transition days may be appropriate in some cases– staggered at times of the day to meet the needs of the child eg after school, during class time.

When they are moving to a new school:

- Additional visits to the new school for children with specific needs
- Contacting key personnel at receiving school.
- Reviews revolving around the needs of your child involving yourself, staff and relevant agencies when appropriate.
- All relevant documentation about your child shared with new setting.

When children are moving into the next class:

- Your child's new teacher will take part in a hand over meeting with the previous teacher to discuss your child's learning and which strategies work best for them.

13. For the parents of children with special educational needs, we recognise that COVID-19 brought a number of new challenges. Many families were trying to balance working from home with maintaining their child's learning. Some children and young people found that COVID-19 also triggered or increased anxieties that they were already struggling with, especially with the changes to routines.

Rookery is committed to ensuring that children with additional needs have access to excellent and timely support to ensure their educational needs are met and they are safeguarded during any future period of remote learning. Parents are supported with children's learning through the platform Dojo

(see Remote Learning Policy and offer).

Families are supported with daily contact during any periods of home learning. Staff are skilled, supporting parents with all aspects of children's needs (e.g. behaviour, sleeping, eating).

Where possible, will ensure that for children with an EHCP they are able to be in school during any national or local pandemic restrictions.

Our Mental Health Lead is: Emma Whitehouse

14. How can parents/carers find Birmingham's Local Offer for SEN?

You can find the Birmingham Local Authority's local offer through the website below:

[Birmingham Authority SEN Support Portal \(Local Offer\)](https://www.localofferbirmingham.co.uk/)
<https://www.localofferbirmingham.co.uk/>

Reviewed: 14 Dec 2022, Full GB
 Reviewed: Annually