



Kings Heath Primary  
School  
SEND

# SEND Terminology

- SEN K: children on the SEN register who primarily receive support through Quality First Teaching
- SSPP: Send Support Provision Plan – this is only recognised in Birmingham, needs to be reviewed each year and doesn't stay with a child until the age of 25 and so may only be needed for a period of time. An SSPP does generate funding but the amount depends on agreed level of need/support
- EHCP: Education and Health Care Plan- stays with a child until they are 25, is reviewed annually and generates funding dependant on agreed level of need/support.

# SEND Terminology

## Four Areas of Need

- Communication and Interaction children with speech and language needs and/or ASD
- SEMH children with mental health needs OCD,ADHD
- Physical and Sensory children with vision or hearing impairment, physical needs or those with sensory processing needs
- Cognition and Learning children with dyslexia, dyscalculia or are working below Age Related Expectations.

# SEND Areas of Need

K	137
EHCP	11
SSPP	1
Total	148

	K 137	EHCP 11
Setting	22.1	1.7
National	14.8	2
Birmingham	16.7	3.5

	N	R	1	2	3	4	5	6	Total
<b>Cog &amp; Learn</b>		0	3	8	8	8	17	11	55
<b>Phy &amp; Sens</b>		0	0	1	0	2	2	5	10
<b>Comm &amp; Int</b>		3	7	9	5	11	8	3	46
<b>SEMH</b>		0	0	3	10	5	8	7	33

# Universal Support and Targeted Provision

- The majority of children on the SEN register in our school are recognised as SEN K. These are the children who are supported as part of our universal provision through Quality First Teaching.
- Using the *Ordinarily Available Guidance* teachers adapt their teaching and resources including the environment to ensure all children are included in the lesson.
- Some children may also need targeted small group support for part of the lesson.

# Ordinarily Available Provision

- **Ordinarily available provision** refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements. It includes activities, experiences, and strategies to remove barriers to learning for children with SEND. Teachers can make simple additions, adjustments, or changes to adapt their teaching and remove potential barriers. This provision is funded through the setting's core, delegated budget. (notional funding)
- <https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/04/Ordinarily-Available-Guidance.pdf>

# Funding

- Notional Funding £6000 per child

Schools should use some of their budget to make provision for children who need additional help. This can take many forms such as:

- A base to work in or have quiet time
- Special equipment or teaching materials
- The use of additional information technology
- Small group work
- Some changes to the curriculum
- Support in the classroom

The 'Five-a-day' approach allows educators to embed a set of teaching habits that feel manageable in reality. And best of all, these approaches come out of an evidence review that looked specifically at the impact on academic progress for pupils with SEND in mainstream settings.



### Explicit Instruction

Clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

### Cognitive and metacognitive strategies

Managing cognitive load is crucial if new learning is to be transferred into the long-term memory. This also includes opportunities for pupils to monitor and evaluate their own learning.



### Scaffolding

The use of a supportive tool or resource (a writing frame, partially completed example) can be an effective scaffold. Aim to gradually reduce the scaffold over the course of a week, half term.

### Flexible grouping:

Allocate groups temporarily based on the current level of attainment. This could be a group that receives additional spelling instruction based on current needs before joining the rest of the class.



### Using technology

Technology can be used effectively by teachers to model worked examples, or by pupils to help them to learn.

# How we support in school

- Whole school approaches and resources TIAAS, Widget, Colour Monster/Zones regulation
- Targeted support: LW phonics, maths, Wellcomm and Talk Boost, lego therapy, sensory circuits
- Training: Dyslexia, ASD, Pathological Demand Avoidance, TIASS, Widget, Developmental Language Disorder
- Improvements to the environment: developing calm spaces, sensory audits.

# Graduated Approach



The graduated approach is a model of action in response to the continuum of needs for children and young people with SEND. The graduated approach is used by education settings and professionals from partner agencies in collaboration with children, young people, families, and describes a cycle of understanding needs, planning, doing, and reviewing progress. All children and young people learn differently, and an approach to support that works for one child may not help another. By this approach, a child or young person with SEND can be assessed and appropriate actions can be planned as part of an ongoing cycle.

# When to Involve Outside Agencies

- Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.
- A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff

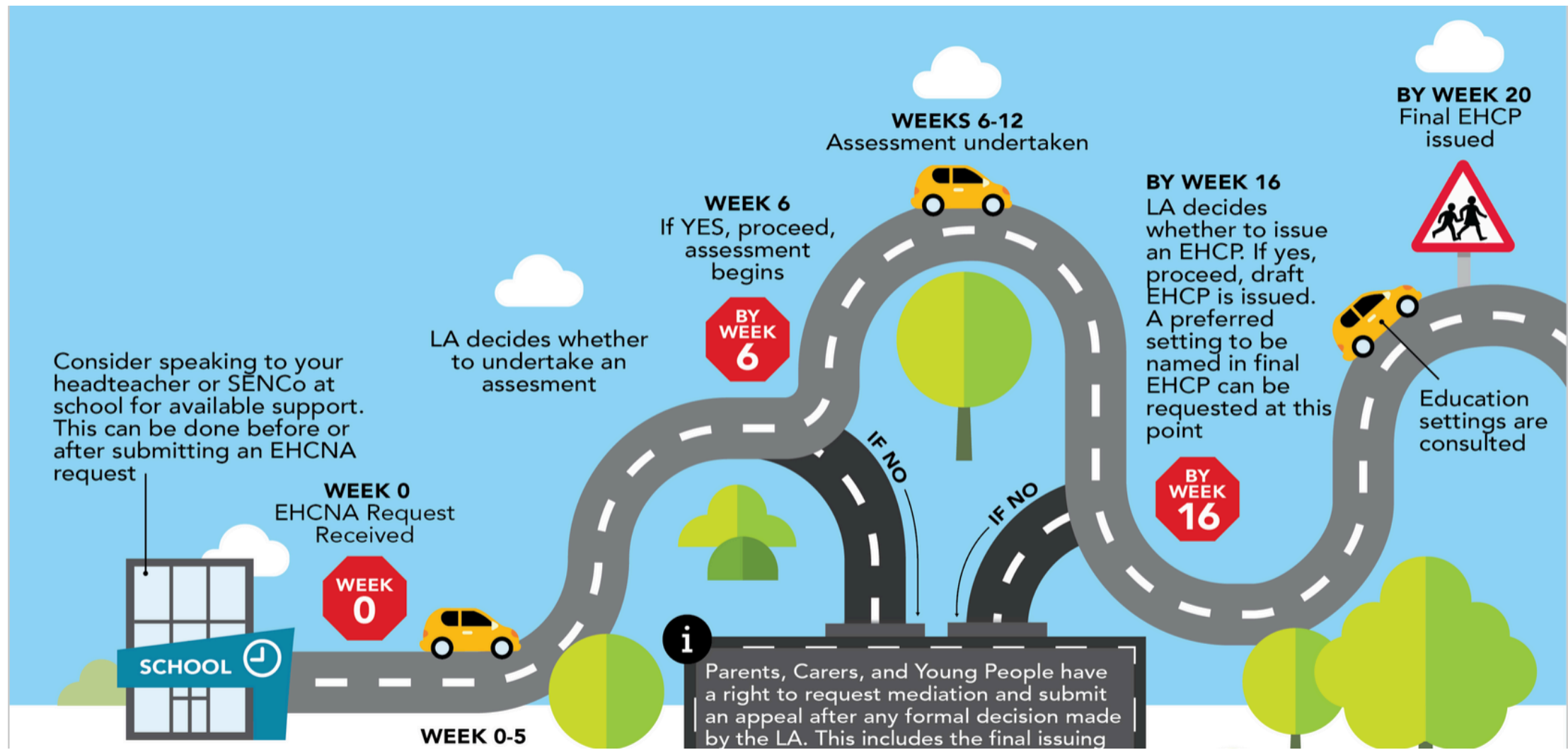
SEND code of practice

# Involvement of Outside Agencies

- LLSS Language and Learning School Support– James Simmons (9hrs per term)
- SALT Speech and language –Katie Blacker -Willetts (3 days per term)
- OT Occupational Therapy (1 advice meeting per half term)
- EP Educational Psychologist- Carrie Stewart- Watkins (13hrs per term)
- CAT Communication and Autism- Sarah Keegan (10hrs per term)
- SENDIASS Parent Partnership- Anam Ali
- **SENDIASS Mailbox: [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk)**
- **SENDIASS Helpline: 0121 303 5004**

# SSPP/EHCP

- If a child has complex needs and requires support beyond the ordinarily available provision then with the agreement of parents and outside agencies it may be decided a request for a SSPP or an EHCP is needed.
- This is quite a lengthy process and requires gathering information of what has already been tried over time for the child and the outcomes of those targets, outside agency reports and medical reports. The EHCP process takes 20 weeks.
- An EHCP/SSPP will then generate additional funding to support the child but this can vary greatly depending on what is agreed by SENAR. The maximum amount of funding £12600 per year however, the cost of a LSA is approximately £30000 per year.



Consider speaking to your headteacher or SENCo at school for available support. This can be done before or after submitting an EHCNA request

**WEEK 0**  
EHCNA Request Received

**WEEK 0**



**WEEK 0-5**

LA decides whether to undertake an assesment

**WEEK 6**  
If YES, proceed, assessment begins

**BY WEEK 6**

**WEEKS 6-12**  
Assessment undertaken



**BY WEEK 16**  
LA decides whether to issue an EHC. If yes, proceed, draft EHC is issued. A preferred setting to be named in final EHC can be requested at this point

**BY WEEK 16**

**BY WEEK 20**  
Final EHC issued



Education settings are consulted

**i** Parents, Carers, and Young People have a right to request mediation and submit an appeal after any formal decision made by the LA. This includes the final issuing

# Parent Support

- <https://www.bdadyslexia.org.uk>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/>
- <https://forwardthinkingbirmingham.nhs.uk>
- <https://www.localofferbirmingham.co.uk>
- [www.addiss.co.uk](http://www.addiss.co.uk)
- <https://www.autismwestmidlands.org.uk>
- <https://www.Birmingham.sendiass.co.uk>