



Frederick Bird
Academy

Special Educational Needs & Disabilities (SEND) School Information Report

“Aspire, Achieve and Excel”

Our Mission

At Frederick Bird Academy, we celebrate every child for their individuality, heritage, and unique strengths. We are a vibrant and inclusive community where everyone belongs, feels valued, and is empowered to overcome challenges with resilience and determination.

Rooted in strong relationships and a spirit of unity, we strive for excellence in all that we do, academically, socially, and emotionally, preparing our children to thrive in a rapidly changing world. Together, we nurture confident, compassionate, and capable learners who are ready to make a positive difference in their communities and beyond.

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My child has Special Educational Needs. What can you offer at Frederick Bird Academy?



- Frederick Bird Academy is a 4-form entry Primary school and we pride ourselves on our strong family and community based atmosphere.
- We value the opinions of parents and actively encourage you to express your views.
- We offer an individual approach to each child's development, enabling them to fully develop to 'aspire, achieve and excel'.
- We are an inclusive school and strive to meet the needs of every child.

Who should I contact if I want to find out more about how the school supports my child?



At Frederick Bird Academy we pride ourselves on our 'open door policy'. Our SEND/Inclusion team are available to answer any questions you may have.

Our Senior Deputy Head in charge of Inclusion is: Mrs Tracey Toomes

The Special Educational Needs Co-ordinator (SENDCO) is: Mrs Joanne Walker

The Special Educational Needs Co-Ordinator (SENDCO) for EYFS is: Ms Amanda Khan

You may contact them:

- by telephone: 02476 221920

call the school office to speak with and/or make an appointment to see a member of our SEND/Inclusion team.

- Email: admin@frederickbirdacademy.org

How will the school know that my child has Special Educational Needs or a Disability? How will I know if my child is receiving support?



Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

You can inform the school if you think your child has a special need or a disability.

If your child attended a previous setting, then we will communicate them about what additional support your child may need.

At Frederick Bird Academy we follow a SEND journey for providing additional support for your child. This can be found on the school website: www.frederickbirdacademy.org

This will give information on which stage of support your child is on.

We provide support for children across all 4 areas of need:

Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health, Physical & Sensory

You will find information about the types of SEND as outlined in the SEND code of practice and our procedures around SEND and disability in our policy. *(create the word policy into a link straight to our policy?)*

We will invite you to a meeting to discuss your concerns, and to get a better understanding of what your child's strengths and difficulties are. Together, we will decide on next actions, and agree on next steps.



Where can I find information about the school's SEND policy?

The School's Special Educational Needs and Disabilities policy is available on the school website :-

www.frederickbirdacademy.org

A paper copy can be requested from the School Office.

How will I know that my child is making progress?



- Your child's progress will be discussed at Parent Consultation meetings, this may involve reviewing your child's Individual Educational Plan targets, if they are on the school's SEND register.
- You will receive an End of Year report detailing your child's progress.
- If your child has an Educational Health Care Plan (EHCP) they will have an annual review meeting.
- If your child has a My Support Plan, a review meeting will be arranged to discuss your child's progress. Parents and carers will be invited.
- There may be other professionals at SEND meetings to offer their support and advice.
- A record of the meeting will be given to you.

How will the teachers help my child to learn?



- Teachers have high expectations for **all** children. We believe that **all** children have the ability to *achieve and excel* regardless of their needs and/or disabilities.
- Learning is tailored to your child's needs.
- Practical learning is a part of everyday teaching.
- Resources can be adapted/scaffolded for your child.
- Progress will be checked regularly during the year.
- Your child may be involved in an intervention group.

How will the teachers help my child to learn?



At Frederick Bird we have dedicated HUB (Help Us Be) spaces, to support children Who have additional needs.

These are our:
Lower School HUB, Middle School HUB and Upper School HUB.

- In our Lower and Middle school HUBs, identified children with SEND support or EHCPs, who require an adaptive curriculum, attend these spaces during the mornings with SEND support TAs leading the provision.

Afternoons, these spaces are used to deliver interventions.

- Upper school HUB space is used for interventions mornings and afternoons.



How have you made the school buildings and school site safe and welcoming for children with SEND?



- Nursery – Year 5 Classrooms are all on the ground floor of the school. Wheelchair access is available.
- Year 6 Classrooms are upstairs, there is a lift available for wheelchair use. Children are not permitted to use the lift alone, an adult has to be present at all times.
- Access to the building requires a fob, so children are safe.
- Our playgrounds and fields have a range of outdoor equipment for your child to use at break and lunch time.
- Visual timetables are displayed in all classrooms to help your child see what their learning for the day will be.
- We are proud to say that our school uses a fully inclusive, communication environment.
- Widget symbols are used throughout the school, as a means of communication.

Is there extra support available to help children with SEND with their learning? How will I know if my child is getting extra support?



- Your child's teacher will arrange additional support, if required, and will inform you of this.
- Our experienced Teaching Assistants work with small groups, both in the classroom and with intervention groups.
- Class teachers provide learning opportunities to meet your child's individual needs, through Quality First Teaching (QFT)
- Our experienced SEND Teaching Assistants work with children with an identified SEND. We have SEND Teaching Assistants across all phases of our school.
- Our experienced Inclusion Team provide support across the whole school to individual and groups of children:

Inclusion Mentors

Family Support Workers

Thrive Practitioners

You will always be informed by your child's class teacher of member of the Inclusion Team if your child is receiving additional support. This will be through a meeting or phone conversation.

What extra-curricular school, and other activities, are available for children with SEND? How can my child and I find out about these activities?



- There are a wide range of **free** extra-curricular school activities available for **all** children.
- Information is given at the beginning of each term and you can apply for these activities by following the instructions on the letter. You will be notified if your child has been accepted.
- Further information can be requested at the School Office to ensure the activity is suitable for your child and so it can be adapted where necessary to ensure your child is included.

How does the school support my child's mental health emotional and social development?



- **All** staff will support your child with their mental health, social and emotional needs.
- Our Inclusion Mentors and Family Support are vastly experienced in supporting children's mental health, social and emotional well-being. Nurture time can be provided on a one-to-one basis.
- The school works closely with many services including:

Child and Adolescent Mental Health (RISE), Primary Mental Health Service, MIND, Neurodevelopmental Service, SEND Early Years Service, Educational Psychology, Complex Communication Team and Social, Emotional and Mental Health and Learning Team.

How does the school support my child's mental health emotional and social development?

Let's help every child



- We are proud to say we are a 'Thrive' school.
- Thrive is a proven whole school approach which promotes the social and emotional wellbeing of all pupils.
- In order to identify developmental needs which can then be addressed through whole class, small group and individual interventions, all the children will be screened termly, by the class teams, using a special assessment tool called Thrive Online.
- By addressing developmental needs, we hope that all pupils can then go onto reach their full potential to *'aspire, achieve & excel'*.
- At Frederick Bird Academy, we have qualified Thrive Practitioners who are able to deliver Thrive interventions.



If you wish to learn more about how Thrive works in school, please contact one of the Inclusion Team.

Which adults can help my child in school and do they have specialist training?



- Our Senior Deputy Head, Tracey Tomes is experienced in supporting children with additional needs.
- Our SENDCO, Mrs Walker completed the SENDCo qualification in 2014/2015
- All teachers are experienced teaching children with special educational needs.
- Inclusion Mentors provide additional support for children and families.
- Teaching Assistants provide additional support in the classroom.
- Our SEND Teaching Assistants have additional training to support children with SEND.
- Lunch-time supervisors support children throughout the lunch time period.
- Staff share knowledge, strategies and experience to ensure consistency of approach across the school.
- Training is part of the on-going development for all staff. e.g. Autism, ADHD, Attachment & Trauma, Thrive, Makaton, Dyslexia and Speech and Language.
- Expertise is given to staff sometimes by other professionals.

What happens if my child needs specialist equipment or other facilities?



- We will endeavour to buy specialist equipment to support your child in their learning. e.g. pencil grips, angle boards for writing, counting apparatus, and sensory equipment.
- Designated quiet areas can be made available when required.
- The Thrive Room is available with resources to support children's learning and social & emotional needs.
- Specialist equipment can be requested from other professionals e.g. occupational therapy service, speech and language service, sensory support service.
- Please contact our Inclusion Team if you feel your child needs specialist equipment to support their learning.



How will I be involved in supporting my child's learning?

- You will be fully involved in all aspects of your child's education. Your views and aspirations will be highly valued as we work in partnership to achieve the best outcomes for your child.
- Decisions will always be made with your consent.
- We actively encourage parents and school staff to work closely in helping your child.

How will my child be involved in their own learning?



- Your child will be invited to work towards targets that have been discussed and agreed where appropriate.
- They will be involved in review meetings, if appropriate.
- Teachers will always tell your child how they are doing and give advice to further their learning.

"I like going into the Hub when I am struggling as it is a place I use to calm down."

"In school my teachers help me and sometimes my friends. The I pads help me to learn as I can use them to do TTRS"

"I love lunchtime and English. English is my favourite subject."

Who should I contact if I need more information about my child's learning or progress?



- The first step is to contact the class teacher – you may need to arrange an appointment.
 - Speak to your child's Phase Leader to discuss your concerns.
 - Contact Mrs Walker, the Special Needs Co-ordinator, to discuss any concerns you have.
 - Alternatively, after speaking to all of the above, you may wish to speak to Mrs Porter, the Head teacher.
- If there are issues that cannot be resolved you may follow the complaints procedure.

Who else provides services for children with Special Needs or disabilities?

How can I get support from these services?



- SEND Information, Advice and Support Service (SENDIASS)
- Social, Emotional and Mental Health (SEMH+L)
- Educational Psychology Service (EPS)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS – RISE)
- Primary Mental Health Service
- Neurodevelopmental Team
- Occupational Health Service (OT) Physiotherapy Service
- Speech and Language Service
- Complex Communication Team (CCT)
- SEND Early Years

Referrals are usually made in partnership with parents, school staff, school nurse, GP and other professionals.

Advice and strategies are given to support you and your child.

Who should I contact to find out about other support for parents and families of children with SEND?



SEND Information, Advice and Support Service (SENDIASS)

Limbrick Wood Centre

Thomas Naul Croft

Tile Hill,

Coventry

CV4 9QX

Tel: 024 7669 4307

e-mail: iass@coventry.gov.uk

Visit: www.coventry.gov.uk/iass

Contact SENDIASS to find out about their next coffee morning.



How will you help my child make a successful move into the next class or secondary school?



- Moving from one class to another is always well planned and carefully managed.
- Transition meetings, where important information is shared, takes place between staff.
- Special arrangements are made for children who are vulnerable e.g meet their new teacher on a 1:1 basis, visits to their new classroom, playgrounds are visited.
- Secondary school staff will liaise closely with Primary school staff to ensure your child has a successful transition to their new school. An extra transition programme is offered for children with SEND.

Visits to the school are arranged and Open Evenings are available to meet new members of staff, particularly the Special Needs Co-ordinator and Year Heads.

Glossary of the most used Special Needs and Disabilities terms



Acronym	Definition
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Condition
Access Arrangements	Special arrangements to allow pupils with SEND to access assessments/exams.
Annual Review	A meeting held once a year, to review a pupil's EHCP
CAMHS/RISE	Child and Adolescent Mental Health Service
CP	Child Protection
CIN	Child in Need
EAL	English as an Additional Language
EP	Educational Psychologist
EHCP	Educational, Health and Care Plan
FSM	Free School Meals
First-tier Tribunal/SEND Tribunal	A court where you can appeal against the Local Authority's (LA) decisions about EHC needs assessments or plans and against discrimination by a school or LA due to SEND.
HI	Hearing Impairment



Acronym	Definition
IEP	Individual Education Plan
KS	Key Stage
CLA	Children who are Looked After
LA	Local Authority
SEMH	Social, Emotional and Mental Health
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy
ODD/PDA	Oppositional Defiance Disorder/Pathological Demand Avoidance
SaLT	Speech and Language Therapy
SpLD	Specific Learning Difficulty
VI	Visually Impaired
Intervention	A short-term targeted approach to teaching a pupil, with a specific outcome in mind.
Outcome	Target for improvement for pupils with SEND. There targets don't have to be necessarily related to academic attainment.



Additional Information

- Other web sites to find further information about Special Needs and Disabilities are:

The Code of Practice for Special Educational Needs and Disabilities.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Coventry Local Offer :

<http://www.coventry.gov.uk/localoffer>