

Parental Involvement

We work together with you, valuing your involvement in your child's education through:

- Structured conversations
- Parents' evenings
- EHCP reviews
- 1:1 meetings through the SEN drop ins (no appointment needed)
- Workshops
- Coffee mornings
- Meeting with class teacher and / or SENCo


Our Inclusion Team

At **Billesley Primary School** we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference

Special Educational Needs and Disabilities Coordinator: Sarah Butler
Vice Principal: Liz Keogh
Learning Mentor: Adele Gardener
English as Additional TA support: Lucy Thomas
Speech and Language TA support: Heather Goode and Ben Buswell
SEND Governor: Chris Smith

Agencies we work with:
Educational Psychologist (EP)
Pupil School Support (PSS)
Vision Support Team (SS)
Speech and Language Therapy services (SALT)
Behaviour support and training Ltd
Early Help Hub



 **INSPIRE** our children to succeed

 **CREATE** excitement for learning

 **ACHIEVE EXCELLENCE**

The SEND Code of Practice

www.billesleyschool.co.uk
Tel: 0121 675 2800

Area of Special Educational Needs

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health
4. Sensory and/or Physical needs

What if I think my child has SEN?

Please come and see Mrs Butler at a drop in, no appointment needed.

Drop ins are held every fortnight and a text message will be sent as a reminder.

Otherwise book an appointment at the school office for a time that suits you

Level of Support

We ensure we meet the learning needs of all our pupils through excellent teaching and learning, providing differentiated work and a personalised approach.

High Quality First Teach

This is the delivery of high quality, inclusive teaching within the classroom, taking account of the learning needs of all pupils.

Targeted Support

This is for pupils who may require further support to help them to meet age-related expectations. Additional help may be provided through group interventions with those pupils who have similar needs.

Specialist Support

This is for a minority of pupils where individual highly-tailored interventions take place to accelerate progress to enable the children to achieve their potential.

The Graduated Response

We use the graduated approach where children's needs are assessed, individual targets are planned, implemented and reviewed on a regular cycle.

Next steps

For those pupils who, despite targeted group support, are making little or no progress, external agencies may be involved to advise school and assist further.

Educational Health Care Plans (EHCP)

In a minority of cases, some pupils whose needs for long term support at a highly-tailored individual level may require an EHCP.