Silvertrees Academy

"Be The Best You Can Be"

SEND

Special Educational Needs & Disabilities

Information Report for Parents & Carers

2026 – 2027

A friendly guide to how we support children with additional needs - what to expect, who to talk to, and where to find more help.

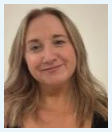


Welcome

Under the Children's and Families Act 2014, all schools must publish information about the support available for children with Special Educational Needs and Disabilities (SEND). This helps families understand what to expect and make informed choices.

Silvertrees Academy is a fully inclusive mainstream infant school. This report explains the range of provision we offer to support children with SEND and how you, as a parent or carer, fit into that picture every step of the way.

Meet our SENDCO



Name: Mrs Karen Kirkham (National Award for SEN Coordination)

Email: Karen.Kirkham@Silvertreesacademy.co.uk

Role: Supports staff to identify children with SEND, monitors progress across the EYFS and KS1 curriculum, and helps organise the right provision for every child.

❓ What are Special Educational Needs and Disabilities?

A special educational need can be all kinds of things. Your child might be finding subjects like reading, writing or maths tricky, or perhaps they are having a harder time with social skills, emotions or mental health. Sometimes it's related to a disability that makes it harder to use the same facilities as other children.

For some children this is a short-term difficulty; for others it may be a longer-term need. Either way, the school can help by putting extra support in place and by working closely with you.

Types of SEND can include:

General categories

- General learning difficulties (learning at a slower pace)
- Communication, speech and language difficulties
- Social, emotional and mental health needs
- Specific learning difficulties (maths, reading, writing, spelling)
- Dyspraxia (motor skills, core strength, organisation)

More examples

- Dyscalculia (difficulties with number/maths)
- Dyslexia (difficulties with reading/writing)
- Autism
- ADD / ADHD
- Down's syndrome
- Cerebral palsy, or other physical/medical needs

The most common needs we support at Silvertrees Academy:

- General learning difficulties - children whose learning progresses at a slower pace than expected
- Communication, speech and language difficulties
- Social, emotional and mental health needs - understanding, recognising and managing emotions
- Specific learning difficulties - with reading, writing and/or spelling
- Autism

🔍 How does the school know if a child needs extra help?

Children are identified as having SEND in a number of ways, including:

- Concerns raised by a parent about development and progress, or about social, emotional or mental health needs noticed at home
- Information shared by a previous school or pre-school setting
- A child performing below age-expected levels and making slow progress despite extra help
- Concerns raised by a teacher
- Advice from external agencies e.g. Inclusion Support (EYFS or learning), the SEMH team, CCAT (Complex Communication & Autism), Sensory Needs, Educational Psychologists, or the Children's Therapy Team (Speech and Language, Occupational Therapy, Physiotherapy)
- Children who already have an Education, Health and Care Plan (EHCP), where many needs are already identified

💬 How do parents and carers raise a concern?

- Talk to us first - contact your child's class teacher with any concerns.
- Want to speak to someone else? Ask to arrange an appointment with the SENDCO, Mrs Karen Kirkham, or the Head Teacher, Mrs Ruth Turvey.
- **School office telephone: 0121 557 1923**
- Our SEND Trustee makes sure the right support is in place for every child with SEND.

📋 What happens when a child is added to the SEND register?

If a child takes part in interventions but doesn't 'close the gap' with their peers, the class teacher, SENDCO and parents will meet to discuss adding the child to the SEND register.

At this meeting, short and long-term targets are agreed, along with how the school will support your child in reaching them. Targets and provision are reviewed with you and your child every term.

You'll be asked to sign a form confirming you've been told your child is on the register, this is for school use, and helps us keep track of support and progress.

🤝 How does the school support children with SEND?

- The class teacher oversees, plans for, and works with each child with SEND to ensure good progress in every area
- Our SENDCO oversees the progress of every child identified as having SEND
- The school receives SEND funding, used for additional staffing, targeted interventions, specialist resources, staff training, and external professional support
- A Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) may work with your child, individually or in a group, in class or during interventions

- Class teachers meet formally with parents/carers at least three times a year to discuss progress and support in addition to regular parents' evenings and to gather your views
- Class teachers are always happy to talk between these formal meetings if you have questions
- You can also request an appointment with the SENDCO to discuss support in more detail

♿ How accessible is the school environment?

- Our accessibility policy is published on the school website
- All areas of the school are on one level and wheelchair-accessible; a ramp is available to exit the Rainbow Room
- A disabled parking bay is available outside the school gates, with additional disabled parking in the staff car park
- Accessible toilet facilities are available in the Reception Room
- Quieter spaces e.g. Treetops Hub, the Cottage, the Library, and small workstations along the 'street' support intervention work
- Where specialist equipment is needed, the school works with families and outside agencies to source or purchase it
- Any questions? Please speak to the SENDCO or Head Teacher

🏥 How does the school support children with medical needs?

- Children with medical needs are supported through Individual Healthcare Plans developed alongside parents and health professionals where required.
- Staff receive relevant training and we work closely with families and outside agencies to ensure children can safely access all aspects of school life.
- Further information can be found in our Supporting Pupils with Medical Conditions Policy.

📚 How will the curriculum be matched to my child's needs?

- Every child with SEND receives Quality First Teaching from a qualified teacher
- Lessons are planned and differentiated so all children can access learning at their level, sometimes through different work for the whole class, sometimes through 1:1 or small-group support
- The class teacher and SENDCO agree the right provision together, and produce an Individual Support Plan as part of the graduated approach: assess, plan, do, review
- Children with SEND have access to the resources they need to make progress
- The SENDCO regularly reviews progress and reports to the Trustee Board

📈 How will we know if this has had an impact?

- We check your child is progressing academically through ongoing assessment against age-related expectations, Sandwell Skills Ladders, or The Engagement Model and that the gap with peers is narrowing

- The SENDCO, class teacher and TA review progress at the end of every intervention to check its impact
- Individual support plan targets and provision are reviewed every term
- We build a fuller picture through verbal feedback from your child, you, and the teacher
- If your child no longer needs additional support, we'll let you know and ask you to sign to confirm they've been removed from the SEND register

🗣️ How will my child be involved in their own education?

- Every child with SEND contributes to an 'All About Me' page capturing what matters to them, what they're good at, what support helps, and their hopes for the future
- Where appropriate, children discuss their targets and achievements with their class teacher regularly
- Children take part in pupil conferences and questionnaires with the class teacher and SENDCO, so their views shape how their provision is reviewed
- Individual support plan targets are discussed with children where appropriate

🏠 How will I know how my child is doing, and how can I help at home?

- You're welcome to book an appointment with the class teacher or SENDCO at any time to discuss how your child is getting on, we're happy to offer practical ideas for home
- Individual targets are discussed with you at least once a term, alongside suggestions for supporting learning at home; these are added to the support plan under 'How can I support my child?'
- When targets are reviewed, we note progress made and record your views
- If your child has complex needs and an EHCP, an annual review meeting discusses progress and any changes to the plan; you'll receive the minutes within two weeks

📊 How does the school know how well my child is doing?

- We track and analyse progress against school age-related expectations at least three times a year, from Nursery/Reception through to Year 2
- Class teachers continually assess each child as part of daily teaching, noting strengths and where more support is needed
- Pupil Progress Meetings are held each term with the class teacher, Head Teacher, Deputy Head Teacher/SENDCO and the Assistant Head to discuss children not making expected progress and agree next steps
- The SENDCO reports regularly to the Trustee Board on the progress and attainment of children with SEND

🩺 What specialist services and expertise are available?

We work closely with a wide range of external agencies: the school nurse, educational psychologists, the SEMH support team, speech and language therapists, occupational therapists, physiotherapists, social workers, paediatricians and specialist consultants.

We also have an enhanced Speech and Language Therapist who visits the school every month to work directly with children and support staff in delivering therapy, individually or in groups. We also have an Occupation Therapist who visits once every half term to offer programmes of support for identified children.

💔 How does the school support emotional wellbeing?

We recognise that emotional wellbeing is an important part of learning.

We support children through:

- Emotion Coaching approaches
- Play Therapy and Drawing & Talking Therapy
- Support from trained staff
- Advice from external SEMH services where appropriate

🤝 What happens if my child needs further support from external agencies?

- If additional intervention doesn't close the gap, we seek outside agency support to assess needs, set action plans, and work with/train staff
- If the school's Local Offer can meet your child's needs, a new individual support plan is drawn up and regularly assessed
- Where appropriate, the school may support a request for an Education, Health and Care Needs Assessment. The Local Authority follows statutory timescales throughout the assessment process and keeps families informed at each stage.
- An EHC plan is reviewed annually to check it still meets your child's needs, and updated as necessary

🚌 How is a child with SEND included in trips and activities outside the classroom?

- Children with SEND are encouraged and supported to participate in all aspects of school life, including school council, performances, sports events, enrichment activities and clubs
- We aim for every child to take part in the full curriculum and school trips, providing the support needed, sometimes discussed with parents/carers in advance, and occasionally with a parent/carer accompanying the trip
- A risk assessment is completed before any off-site activity; if an activity is judged unsafe for a child, we provide an alternative in school wherever possible
- After-school and lunchtime clubs are made as inclusive as possible, with extra staff where needed
- Where lunchtimes are challenging for a child, we provide additional staff support

How does the school support transitions — starting, moving on, or moving up?

- New children and their families are encouraged to visit the school before applying for a place
- Children with a high level of need follow a more detailed transition process during the term before they start
- For Reception starters, the Head Teacher and Assistant Head hold a parents' meeting, and visits to pre-schools or homes are carried out by the Assistant Head and SENDCO where appropriate
- Where external agencies are already involved, the SENDCO arranges a meeting with them to gather information
- We liaise closely with other schools when children join or leave, making sure paperwork and information are passed on
- For children with complex needs, an EHCP review can double as a transition planning meeting involving staff from both schools
- Moving between year groups and key stages is managed through our usual transition and handover process
- Children who would benefit from a transition booklet or extra visits to their new classroom are identified and supported
- When a child with SEND is preparing to leave us, we arrange additional visits to support a smooth move

Training in school

We make sure staff across the school hold a wide range of skills, so we can support children with diverse needs in the best possible way. Our specific training includes:

- Precision Teaching
- RWI Phonics Catch Up Intervention
- Alphabet Arc
- Five Minute Box
- Number Box
- Colourful Semantics
- WellComm and WellComm Primary
- Early Talk Boost
- NELI (Nuffield Early Language Intervention)
- Emotion Coaching
- Speech, language & communication strategies — intensive interaction, objects of reference, now-and-next boards, PECS, PODD Book, blank level work
- Tacpac (Touch and Communication Pack)
- Attention Autism
- Play Therapy
- Drawing & Talking Therapy
- Sensory Circuits
- CPI Verbal Intervention & CPI Safety Intervention

We also run an internal training programme for staff, led by the SENDCO with help from the Inclusion Support Team where needed.

Who should I contact for further information?

Your first point of contact is usually your child's class teacher. You can also arrange a meeting with the SENDCO. More information, including the policies below, is available on the school website:

- SEND Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Relationships and Behaviour Policy
- Complaints Policy

Considering Silvertrees Academy for your child?

Contact the school office to arrange a meeting with the Deputy Head Teacher/SENDCO, who will be happy to discuss how we can meet your child's needs.

📖 Contact details for SEND support services

Service	Contact
Speech & Language Services	**0121 507 5858**
Occupational Therapist Services	**0121 507 5858**
Physiotherapist Services	**0121 507 5858**
Sandwell Inclusion Support Team	**0121 569 8240**
Sandwell Early Years Inclusion Support Team	**0121 569 2860**
Sandwell SEND Information & Advice Support Service (SEND IASS)	**0121 289 2566**
Glebefields Health Centre	**0121 530 8040**
Child and Adolescent Mental Health Services (CAMHS)	**0121 612 6620**
Autism West Midlands Helpline	**0121 450 7582**

Disability Living Allowance information: www.gov.uk/disability-living-allowance-children

🌐 Where is the Local Authority's Local Offer published?

As required by law, the Local Authority has produced a 'Local Offer' setting out the support expected to be available for children and young people in Sandwell with SEND. It's a genuinely useful resource for parents and carers.

The Local Offer is published on Sandwell's website: www.sandwell.gov.uk/send

⚖️ Complaints

If you have concerns about SEND provision, please discuss these first with the class teacher, then the SENDCO, and then the Headteacher. If concerns remain unresolved, the school's complaints policy can be followed, a copy is available on the school website or from the school office.