

SEND Information Report

2024-5

In accordance with the Children and Families Act 2014 all schools are expected to publish information about their provision for special educational needs and disabilities (SEND). This includes the 'Local Offer', which helps parents/carers understand what services they and their families can expect from a range of local agencies.

Frequently Asked Questions

1. What kinds of Special Educational Needs does the school make provision for? What type of provision do we make and how do they know it works?

Types of need	Examples of support in our school	How we check it is working
Cognition And Learning	Small classes. High adult to child ratios. Personalised targets for pupils. Experienced staff team. Regional Makaton trainer.	Regular assessments of personal targets Review of EHCP
Autistic Spectrum Condition (for pupils working at higher cognitive ability)	Staff experienced and trained in autism Ongoing CPD for staff Use of visual timetables, workstations, now and next boards	Regular assessments of personal targets Review of EHCP

Our pupils may have any combination of the above.

We accept pupils from referring Local Authorities with the vast majority coming from Birmingham LA.

2. How does the School identify and assess Special Educational Needs?

All our pupils have SEND and an Education Health and Care Plan. Occasionally we are asked to admit pupils who are still in the process of receiving an assessment. We assess the effectiveness of our provision through the statutory EHCP process and the monitoring of all aspects of education and care provision in school.

3. Who will work with my child or young person and how often?

The class/subject teacher will work with your child on a daily basis to ensure progress is achieved. Teaching assistants will also deliver activities that have been planned by the class teacher.

4. What training does the staff in school have in relation to pupils with Special Educational Needs?

Many of our teachers and support staff have a great deal of experience working with children with SEND. For staff who are new to the school we offer induction and training including Safeguarding, Manual Handling, Communication, Team Teach, ASC. The school places an emphasis on the continual professional development and all staff received regular additional training to support all pupils. We have a schedule of training across the year, including ASC, teaching and learning, safeguarding, phonics, reading, specific needs strategies, medical training.

5. Will staff be given time to plan and prepare materials, activities and lessons to enable my child or young person to access the curriculum?

Our teachers have access to planning, preparation and assessment (PPA) time to ensure all students learn. Our curriculum is specifically adapted to ensure we apply an effective child centred approach to learning providing a broad, balanced and relevant curriculum meeting your child's needs. This curriculum is regularly reviewed to ensure it meets the needs of our pupils. Special adaptations to the curriculum are made to ensure personalisation in relation to individual circumstances if required.

6. How do the School know how much progress is being made with pupils with Special Educational Needs?

We have robust systems of baseline assessments, recording data, target setting and tracking of progress in place. All pupils are set targets as their next step of learning. These targets are regularly reviewed and, once achieved, will be escalated into a more challenging target. Targeted intervention is in place for all pupils who we feel are making less than expected progress.

7. What opportunities will there be for me to discuss my child's progress with the staff?

Regular parents/carer evenings/review meetings take place and parents are able to arrange meetings at other times to discuss progress. We provide two parent/carer consultation evening through the year and also ensure contact with home and school is encouraged through the use of home/school diaries as well as and annual EHCP review. Pupil reports are provided annually.

8. How are parents of children and young people with SEND involved in the education of their child?

Ongoing dialogue and discussion is encouraged between home and school. We are happy to meet with parents as often as necessary to ensure that they are happy with the education their children are receiving.

There are a range of opportunities both formal and informal for parents to come into school. These range from parents' evenings, Annual Review meetings and special assemblies. Class teachers are happy to speak to parents regularly on the phone and all pupils have a home school book or Class DOJO to assist in communication.

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

Wherever possible we will include our pupils in their education by encouraging them to participate in review meetings, whether that is by talking with them outside of the meeting to ascertain their views or by them taking part in the meeting itself.

We also have a student council; pupils are voted onto this each year in the Autumn term by their peers. They meet regularly and have the opportunity to influence decisions.

10. How do you communicate with those whose first language is not English or who use alternative communication methods other than the spoken word?

Teachers also use specific styles of teaching which are designed for pupils with English as an additional language. We aim to use a Total Communication Strategy to meet the

communication needs of our students and also employ some bilingual staff who can translate for some language.

11. How will you prepare and support children or young person to join the school or sixth form to move to the next stage of education, or more on to adult life?

The arrangements for transition vary dependent on the stage in their educational that pupils are at.

On entry to school the transition is planned on an individual basis with you and your child. If a pupil is coming to us from a different school, we will always try to visit them in their current setting and if possible attend their final review. For pupils starting in September transition visits are arranged in the summer term for pupils for pupils moving from Year 6 to Year 7. All prospective pupils and parents will have the opportunity to the school on a 'transition day' in the summer term. Similar visits are arranged for pupils moving into the school's post 16 provision (Sixth Form) where this placement is deemed appropriate through consultation with SENAR and is confirmed in their EHCP.

Through ECHP meetings we work with pupils and families to identify their aspirations for adulthood and provide support for working towards this.

12. What information will be provided to a child or young person's new setting, school or college?

Discussions take place about your child's next stage in life through learning-based discussions during careers education throughout their life in the school with a particular focus in Key Stage 4 and Sixth Form. We will then take them to see their preferred provision and course to be studied. Once identified, progress levels and details of qualifications studied are shared and transition visits organised.

13. Does the School have a Special Educational Needs Co-ordinator, if so who are they and how can someone get in touch with them?

The deputy headteacher is the school's designated SENCO. He can be contacted via the main school telephone number.

All parents also have the opportunity to discuss issues with class teachers. All teachers have extensive knowledge of Special Educational Needs.

14. Do you offer any parent/carer training or learning events?

Parent/carer training events have been offered throughout previous academic years and the school continues to encourage the involvement of parents/carers in training opportunities.

15. What extra-curricular activities can a pupil with Special Educational Needs access at School?

We run a variety of extra-curricular/enrichment activities for our pupils at different points throughout the school year, for example: drama club, choir and football club.

16. How are the Board of Directors and Local Academy Council Members (governors) involved?

Our governors take a keen interest in all aspects of school. Regular ½ termly Local Academy Council meetings ensure that members are up to date with all aspects of school e.g. curriculum, progress, attendance etc.

17. How does school get more specialist help for pupils if they need it?

We have access to a team of professionals who can offer specialist advice, these include special school nurses, occupational therapists, speech and language therapists. We also have a family support worker based full time at the school.. We work very closely with all the professionals as well as parents/carers to ensure we offer the best provision.

As required we will work with other agencies for example Forward Thinking Birmingham, Social Care and Health, Educational Psychologists, Behaviour Specialists and the Communication and Autism Team.

18. If a parent or a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

We have a complaints policy however in the first instance we would encourage parents and carers to contact the Head Teacher to discuss the complaint.

19. Who are the support services that can help parents with pupils who have special educational needs?

SENDIAS, a parent support service, is available to help parents through the assessment process and can also help facilitate school visits and offer advice. SENAR are the department within the LA who manage the assessment process.

20. How can parents find the Birmingham Local Authorities Local Offer?

Birmingham's Local offer can be found at <https://www.birmingham.gov.uk/localoffer>