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## What is the SEND Information Report?

All Birmingham schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. For further information about the Birmingham 'local offer' for children with Special Educational Needs or disability (SEND) you can visit <http://www.localofferbirmingham.co.uk/>

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

## Who are the best people to talk to in this Academy about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

### **SENCO** (Lucy Jensen)

Responsible for:

- Coordinating all the support for children (including LAC 'Looked After Children') with special educational needs or disabilities (SEND) and developing the Academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Pupil and School Support Services, Communication Autism Team Educational Psychology Service etc...
- Updating the Academy's SEND Provision Plan (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the Academy so they can help children with SEND in the Academy achieve the best progress possible.

### **Class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Contributing to the review of your child's personal achievement profile.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Head of Year**

Responsible for:

- Maintaining an academic and pastoral overview of all aspects of your child's education.
- Celebrating your child's achievements and intervening where necessary to address barriers to achievement.
- Give responsibility to your child's Form Tutor to ensure that your child is properly addressed and equipped for school.

### **Principal**

Responsible for:

- The day to day management of all aspects of the Academy, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the Academy relating to SEND.

### **SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the Academy who has SEND.

What are the different types of support available for children with SEND in KESH Academy?

### **Quality First Teaching**

Class teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching.'

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in the Academy should be getting this as a part of excellent classroom practice when needed.

**Targeted intervention for an individual or small group of children identified as sharing a similar need.**

This may be:

- Run in the classroom or outside.
- Run by a teacher, Teaching assistant, Graduate assistant or learning mentor who has had training to run these groups.

For your child this would mean:

- They will engage in group sessions with specific targets to help him/her to make more progress.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**Specialist groups run by outside agencies e.g. Pupil and School Support Services or Communication and Autism Team**

SEND: Where outside agencies have been engaged by the Academy.

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in Academy from a professional outside the Academy. This may be from:

- Local Authority central services such as the ASC Outreach Team (Communication and Autism Team)) or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychologists.

For your child this would mean:

- Your child will have been identified by the subject teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in the Academy.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better:
- Support to set better targets which will include their specific expertise
- A group run by Academy staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional

The Academy may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

This is usually provided via a locally funded Provision Plan (SSPP), Education, Health and Care Plan (EHCP). This means your child will have been identified by the subject teacher/SENCO as needing a higher level of intervention, which cannot be provided from the budget available to the Academy.

Usually your child will also need specialist support in the Academy from a professional outside the Academy. This may be from:

- Local Authority central services such as the ASC Outreach Team (Communication and Autism Team) or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychology Service (EPS)

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the Academy have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue supporting your child with involvement from outside agencies.
- After the reports have all been sent in the Local Authority will decide if your child's needs warrant this level of support in the Academy to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the Academy to continue with the support as present and also set up a meeting in the Academy to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- More severe, complex or lifelong
- Time costly for staff involved supporting the child

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress we would welcome a personal conversation to listen to your concerns. Ideally, you can contact the individual subject teacher or even your child's Form Tutor.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO. Only in very rare cases should it be necessary to contact the Principal direct.
- If you are still not happy you can speak to the school SEND Governor.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEND.
- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

- The Principal and the SENCO discuss all the information they have about SEND in the school, including:
- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a SEND in this Academy?

**Directly funded by the Academy:**

- SENCO
- 2 Teaching Assistants and 4 Graduate Assistants
- Family Liaison Officer
- School councillor
- Learning mentor
- Pastoral Interventions lead

**Paid for centrally by the Local Authority but delivered in the Academy:**

- Autism Outreach Service (Communication and Autism Team)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Pupil Support Services
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

**Provided and paid for by the Health Service but delivered in Academy:**

- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in the Academy helped to work with children with a SEND and what training do they have?

- The SENCO job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole Academy training on SEND issues such as ASC.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASC Outreach service.

### How is KESH Academy accessible to children with SEND?

- All areas of the Academy building are accessible to children with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

### How will we measure the progress of your child in the Academy?

- Your child's progress is continually monitored by their subject teacher.
- Their progress is reviewed termly in all subjects.
- For children where outside agencies are involved there will be personalised tracking reviewed at least once per year with your involvement, leading into a plan for the subsequent school year.
- The progress of children with a statement of EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head of Year and SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

### How Will teachers know if my child's needs change?

- We use KS2 data as a baseline for students to monitor progress.
- On arrival at KESH Academy all pupils are tested for their reading ages and spelling ages to ensure all additional support is given.
- If your child's teacher has a concern there is a referral system in place in the academy
- If the referral system highlights that your child needs extra support you will be notified and invited to discuss this.

### What support do we have for you as a parent of child with an SEND?

- The Head of Year is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and in the Academy so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.



- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- Student profile's are in place for students needing several layers of support.
- Parents are invited to an profile review meeting at least twice a year.

### How do we support SEND children in care?

- The academy recognises the issues a SEN child in care may encounter: We endeavour to treat all children equally.
- SEN children in care are entitled to the same level of support as other SEN children.
- The academy and the SENCO will work collaboratively with carers and social workers when necessary.
- A SEND representative will attend PEP meetings when required.

### How will we support your child when they are leaving the Academy? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is moving to another school:**

- We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new subject teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.

#### **In preparation for transition:**

- The SENCO will have direct involvement in the Primary Transition Day, liaising beforehand with the Primary SENCO to discuss the specific needs of your child, and the specialist session for students with an ASD, as appropriate.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.

To assist in preparing for life beyond KESH Academy we have an experienced Careers Advisor able to explore with your child a range of pathways into employment, training or higher education

## What do I do if I have a complaint?

- In most cases a simple conversation, by telephone or face to face will resolve the matter. Please get in touch with the SENCO.
- Where you feel that your complaint is unable to be dealt with by the above, please contact the Headteacher.

### Useful Web Links:

<http://www.birmingham.gov.uk/send>

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

<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>