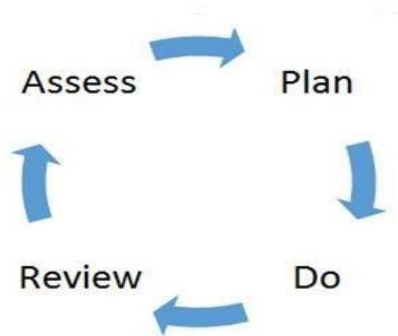


# SEND INFORMATION REPORT

*How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?*

High quality first teaching and additional interventions are defined through our annual dialogue across the service contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** *class teachers will assess your child's needs to identify what intervention they need to offer your child to enable them to make progress.*

**Plan:** *class teachers will plan quality first teaching lessons including differentiated resources to support your child and work closely with support staff in their lessons to ensure your child is able to access the work and make progress.*

**Do:** *class teachers will provide quality first teaching and interventions to support your child over several weeks and assess if their strategies have had an impact on your child's learning.*

**Review:** *class teachers will review your child's progress with their subject leader. If interventions have had a positive impact then the class teacher should continue to monitor within their department. If the intervention has had limited impact then the class teacher will start the cycle again, but will work with a member of the SEND team to plan an intervention to support your child.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## The SEND team

Our SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. She liaises with staff to monitor the student's progress and plan further interventions where progress is slower than expected. The

Centre regularly has contact with a wide range of external agencies that are able to give more specialised advice

Our SEND team are able to offer support to class teachers to ensure your child is fully supported to access the curriculum. The team comprises of the following staff:

**Kate Hazelwood – Head Teacher and DSL**

**Rachel Kelly – Assistant Head Teacher- SENCo and DDSL**

**Sarah Long – Deputy Head Teacher – Curriculum and data and DDSL**

**Laura Lawrence – Assistant Head Teacher -Teaching and Learning and DDSL**

### *How will both you and I know how my child is doing and how will you help me to support my child's learning?*

Each student's education programme will be planned by the class teacher and will be differentiated accordingly to suit the student's individual needs; this may include additional general support by the teacher or HLTA in class. If a student has needs related to more specific areas of their education, such as numeracy & literacy skills etc., then the student will access an appropriate intervention, which will be run by the teacher or HLTA. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.

Student Progress Meetings are held each term. This is a meeting where subject leaders meet with Senior Leadership Team to discuss the progress of the students. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a student may need more specialist support from an outside agency, a referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The governors of Albright Education Centre are responsible for overseeing and monitoring the SEND provision within the school and have appointed a link SEND governor, Mrs Helen Ferraby-Davies, to work closely with the SENCO.

### *How will the school staff support my child?*

For the majority of students, quality first teaching which is differentiated to a high standard will meet their needs. Differentiation is the responsibility of the classroom teacher who will request support from the SENCO where appropriate. Some students may require the curriculum to be adapted in order for them to make progress. These students may not be on the SEND register.

When the decision is made to place a student on the SEND register, it will be done so in conjunction with parents / carers, teachers and the SENCO to develop a shared understanding of the student's strengths and difficulties, agree outcomes and agree on next steps to support the student. Parents will be notified formally in writing of the student's SEND status.

Placement on the SEND register is reviewed as appropriate. Students will always be actively involved in discussions regarding their progress and SEND status.

We will assign appropriate support to students, this could comprise of any of the following, or a combination thereof:

- In-class support
- Small group intervention
- Placement on a reading programme
- Mentoring or Counselling

Where students are in need of further intervention, we work closely with several outside agencies. This may include the Speech and Language team, the Sensory Support Team, CAMHs or a Consultant Specialist Teacher. In this instance, we will fully consult with parent/carer and the student.

For some students with complex needs, a more intensive and long term solution may be needed to ensure good progress; Albright Education Centre, in conjunction with parents / carers and student, may apply for an Educational, Health and Care Plan in this instance.

### ***How will the curriculum be matched to my child's/young person's needs?***

All teachers differentiate their lessons to ensure all students are able to access the work. They work closely with support staff to ensure support is customised to the needs of the students to enable them to make progress. The SENCO works in collaboration with teachers and advises them of useful strategies to support the teacher's delivery of differentiation. Staff also have access to Student Profiles that contains useful information and strategies. One page profiles are written with input from our students to ensure staff understand their needs.

The school has a very effective tracking system based on half termly assessments, this allows the school to quickly identify specialist support and the opportunity to follow a personalised curriculum to better meet the needs of the student.

In all year groups, the curriculum is adapted to support students who may not be able to access the full GCSE route.

### ***How is the decision made about the type and how much support my child will receive?***

Once a child has been identified as having a special educational need each case is reviewed on an individual basis. Specialist advice is sought and resources are allocated based on this advice. The amount and type of support will be dependent upon their status on the SEND register as well as any physical or medical needs. Support will range from in-class support, 1:1 interventions, small group work and mentoring.

From the beginning of Year 9 an evidence portfolio is collected for each student who may need access arrangements for public exams. Access arrangements may include extra time, scribes, rest breaks, readers and for example adjustments to examination papers for visually impaired students. This information is collated by the SENCO and teaching staff.

Parents/carers will be made aware of the support allocated to their child through a variety of means.

### ***(f) Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;***

### ***How will my child be included in activities outside the school classroom including school trips?***

All SEND students are actively encouraged to take part in all trips and activities. Parents/carers are contacted to discuss the suitability of activities or trips where applicable.

All students have the opportunity to attend a lunch time clubs which is run by the mentor and subject staff.

PSHE is delivered throughout the school year and covers a variety topics including drug awareness, e-safety, sexual health and careers guidance.

The students are encouraged to contribute their views through the Student Council.

### ***What support will there be for my child's overall well-being?***

Students with medical needs have a detailed care plan and risk assessment, which is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the student.

Staff are trained to support the health and wellbeing of all students through the delivery of training from a variety of specialists; such training includes: first aid, evacuation procedures, fire marshall training, safeguarding and child protection.

### ***What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?***

In-house training sessions are delivered to all staff every half term by the SENCO and outside providers. The aim of the training is to inform staff of the specific needs of individual SEND students and strategies to support their learning and physical and/or medical needs in the classroom.

In addition, external support and training is given by a team of external specialist staff from the LA including the Sensory Support Team, Educational Psychologist, the SpLD Team and the CCAT Team, the School Nurse and Speech and Language Therapist.

### ***How accessible is the school both indoors and outdoors?***

Alrbight Education Centre is a purpose built, specialist setting that enables full access for students and staff of all abilities and disabilities. It is co-located with Q3 Tipton.

### ***How are parents involved in the school? How can I get involved?***

Parents and carers have the opportunity to discuss their child's progress on a regular basis including termly reviews, parents' evenings and drop-in sessions. However, should parents or carers have any concerns at any time they can contact the SENCO.

### ***How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?***

Students are consulted about any transfer to a new setting or to the next stage of their education through the co-writing of their one-page profile, termly action plan and through their full involvement in person centred reviews.

### ***What would I do if I was unhappy with the support my child was having?***

Parents/carers are encouraged to discuss any concerns in the first instance with the SENCO-Mrs Kelly, if there are still concerns after this they are encouraged to contact the Head Teacher Mrs Hazelwood and then Chair of Governors (Mrs Mary Parkes) whose contact details are available on request from the Centre.

Further information can be obtained in Sandwell's local offer:

[www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

[www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

### **Sandwell SEND Information, Advice and Support Service (SEND IASS)**

The Sandwell SEND Information, Advice and Support Services offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Sandwell to help them navigate a way through the new SEND legislation.

Sandwell SEND Information and Advice Support Service

Greets Green Children's Centre  
Wattle Road  
West Bromwich  
B70 9EZ

Telephone - 0121 555 1821 (24-hour answer service).

**Reviewed on 20<sup>th</sup> November 2018**