

SEND information report

1. What is the purpose of this report?

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for, SEND, please read our SEND policy.

2. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

3. Which staff will support my child?

Special Educational Needs Coordinator (SENCO): Nick Blunt Email: nblunt@arthurterry.bham.sch.uk The SENCo is responsible for:	<ul style="list-style-type: none">• Coordinating provision for children with SEN and developing the school's SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school. This is done in liaison with the Head Teacher and leadership group.• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties e.g. Educational Psychology, Specialist Teachers, Communication and Autism Team, Behaviour.• Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.• Applying the ATLP SEND (Special Educational Needs)
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	<p>policy.</p> <ul style="list-style-type: none"> • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs and so help achieve the best possible progress in school. • Support with planning successful movement (transition) to a new year group or school/college.
<p>Head Teacher: Samantha Kibble Email : skibble@arthurterry.bham.sch.uk</p> <p>Strategic Lead - Secondary ATLP: Marie George Email: mgeorge@arthurterry.bham.sch.uk</p> <p>Vulnerable learners advocate: Russell Bowen Email: c/o The Arthur Terry School</p> <p>They are responsible for:</p>	<ul style="list-style-type: none"> • The day-to-day management of all aspects of the school relating to and including the provision made for students with SEN. • They will give responsibility to the SENCo and class teachers but are still responsible for ensuring that your child's needs are met. • They must make sure that the Vulnerable Learners Advocate is kept up to date about any issues in the school relating to SEN.
<p>Subject Teachers</p> <p>They are responsible for:</p>	<ul style="list-style-type: none"> • Ensuring that they are aware of your child's individual needs and/or diagnosis or SEND and what specific 'reasonable adjustments' need to be made to enable them to be included and make progress. Including implementing access arrangements. • Ensuring that all children have access to good/ outstanding teaching and that the curriculum is adapted to meet your child's individual needs. This is called Quality First Teaching. • Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need and discussing amendments with the SEN team as necessary. • Directing any extra adult support within the classroom effectively. • Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.
<p>Progress Leads / Form tutors</p> <p>They are responsible for:</p>	<ul style="list-style-type: none"> • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress.

4. What do I do if I think my Child has SEND?

If you are concerned about your child in a specific subject area you should contact your child's teacher for that subject. If you have wider concerns your child's form tutor or progress lead should be the first point of contact. Together we will decide what outcomes to seek for your child and agree on next steps.

5. How will the school know if my child needs SEN support?

When children have identified SEND from their previous school setting, we work with the people who already know them and use the information already available to identify what their SEND support will be in our school setting and how we can support them.

All our subject teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the progress leader and SEND team, who will contact you to discuss the possibility that your child has SEN.

The SEND team may:

- Observe the pupil in the classroom and in the playground to see what their strengths and difficulties are.
- They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.
- They will also compare your child's progress and development with their peers and available national data.
- The SENCO will ask for your opinion and speak to your child to get their input as well.
- They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a pupil passport.

6. How will the school monitor my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



7. How will the school adapt its teaching to support my child?

Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable your child to access their learning as independently as possible. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. If your child is on the SEND register it will have a pupil passport which highlights the strategies teachers can use to support your child. Adaptive teaching is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Adaptive teaching strategies may include:

- Adapting the groupings of students with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Adapting the use of additional adults to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources, for example using larger font, chunking text, offering sentence starters, number squares or lines, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, etc.

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Speaking with your child
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. What training to staff at school have to be able to support my child effectively?

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia. This ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also seeks advice and guidance from the local authority agencies to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Accredited SENCO (National Award)

- Accredited Teaching Assistants
- Student Support Services

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances, and social events. We have several after school activities, which are open to all children.

Should any child need support to access these activities, school will make the necessary arrangements.

We have regular educational visits and residential trips. Where necessary extra support is put in place to enable all students to access these visits. When visits are about to take place, necessary support is discussed with parents prior to the visit.

The Arthur Terry School follows the criteria of The Single Equality Act 2010, SEND COP 0-25 years 2014 and The Children and Families Act 2014.

11. How will school work with other agencies?

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if required. Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.

The school will involve you in all decisions and listen to your views. The school will involve your child in decisions about their learning. We will be happy to give you contact details for organisations who can give advice and support to you and your child.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Access to Education
- Referral to paediatrician
- Referral to FTB
- Referral via pastoral team to associated agencies and services.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:

- Regular meetings as required
- Referrals to outside agencies as required
- Pupil and School Support, Specialist Teachers, Sensory Support, Educational Psychologist, Communication and Autism Team, School Nurse attends at regular intervals to see specific pupils.

The SEND team is available to meet with you to discuss your child's progress or any concerns 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.

The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.