

We are resilient.

We persevere.



We are kind and polite.

We show mutual respect.

We are a family.

## SEND INFORMATION REPORT 2018 - 2019

### Shirestone Academy Mission Statement

At Shirestone Academy, we aim high, challenge ourselves and our thinking and exceed our expectations. This is reflected in the commitment of staff, governors and parents who work with the pupils and in the school to achieve its aims.

**All members of The Elliot Foundation Academies Trust (TEFAT) are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our pupils. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens, in partnership with families and the wider community. This is true for all staff and pupils within our settings.**

What kinds of special needs are provided for in this school?

At Shirestone Academy, we believe that every pupil, regardless of gender, race or ability, has the right to access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. Shirestone Academy's SEND Information Report is written with full regard to the 2015 Code of Practice and Equality Act.

This personalised, person centred approach encompasses the four main areas of SEND. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Will my child be welcomed into the school?

One of the academy's core beliefs is that every child and their unique learning attributes should be valued. We believe that all children should be granted equal access to a broad, balanced curriculum, regardless of ability, faith, belief or need.

How will my child be supported to be part of the school?

As part of our ongoing vision, when whole class teaching strategies are inappropriate for pupils, we aim to provide individual and small group teaching for those children with Special Education Needs and / or Disability, whatever those needs may be, in order to enable pupils to reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Where can I find out about what is available locally for me, my family or my child?

Birmingham Local Authority has published its own 'Local Offer', which can be accessed by the link below.

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)

Who will be involved in ensuring effective SEN provision?

### **The Senior Leadership Team**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Principal will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Senior Leadership Team will ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **The SENDCo (Mrs Ballinger)**

Responsible for:

- Developing the school's SEN action plan.
- Pupil Progress Monitoring (shared responsibility with Principal)
- Strategic co-ordination of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Monitoring the quality of teaching and learning in school and offering advice to staff through lesson observations.
- Supporting staff with identification of pupils for intervention.
- Monitoring the impact of interventions in school.
- Ensuring that you are:
  - Involved in supporting your child's learning.
  - Kept informed about the support your child is accessing.
  - Involved in reviewing how your child is progressing.
- Ensuring that the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Supporting the development of the continuous professional development of staff within school.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Completing relevant performance management of staff.

### **Class Teacher**

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could include actions such as targeted work, additional support) and informing the SENDCo as necessary.
- Constructing target sequences based on the continual updating of the SEN Learning and Assessment Tool/ Assessment Grids for Maths, Reading and Writing.
- Ensuring that every member of staff working with your child in school is 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.

### **The Academy Improvement**

**Committee SEND Representative Mrs Horrocks is responsible for:**

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school by liaising with the SENDCo and Principal as needed.

### **A Teaching assistant (TA) may be allocated to some pupils with SEN and or disabilities.**

A TA may be allocated to a pupil with specific special educational needs and/or disabilities. We have TA's with specific specialisms within school, that can work with your child closely and give their views and expertise, providing support where necessary.

Please note that questions regarding your child's learning and progress will be responded to by your child's class teacher. As a school, we openly welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

**What additional school based support is available for my child?**

### **Pastoral Support:**

Mrs Jones is the Pastoral Manager at Shirestone Academy. She is available for the children to speak to if they need additional support. This may involve whole class teaching in order to support pupils, small group teaching or 1:1 support work. Mrs Jones is also the medical officer at Shirestone, which means that she may contact you regarding the medical needs of pupils.

*Mrs Jones*

Mrs Williamson

#### **Learning Mentor:**

Mrs Williamson is a Learning Mentor. She will carry out specific intervention work to support your child. This can include 1:1 support during identified times of the school day, as well as group based tasks. Mrs Williamson also supports pupils at lunchtimes, to ensure that pupils' needs are fully met during non-class based times.

Mrs Mayes

#### **Attendance Officer:**

Mrs Mayes is the Attendance Officer at Shirestone Academy. School places a high regard on attendance and pupils attending the academy are expected to be in school every day of the academic year aside from agreed leave of absences, medical appointments (proof of appointment must be seen in school) or religious observances.

How will teaching be adapted to support my child's learning and progress?

#### **Quality First Teaching Strategies**

All children receive class teacher input via good and outstanding classroom teaching:

- Every member of staff will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Teachers will utilise a variety of teaching methods to ensure that your child is fully involved in learning in class. This may involve more practical learning or providing different resources that have been adapted specifically for your child.
- All lessons are differentiated (personalised) to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is also used to support all pupils and ensure effective teaching and learning.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

Can my child take part in extra-curricular activities?

**Yes:**

For every extra-curricular activity that takes place at Shirestone Academy, staff:

- Ensure that activities are made available to all, including after school clubs. 1:1 support may be allocated for pupils, if deemed necessary. This can also be in the form of parental support.
- Will carry out risk assessments, ensuring suitable adult/pupil ratios.
- Will invite parents to accompany pupils on school trips if this ensures access.

Will my child be involved in their own learning?

**Yes:**

Children are involved in their learning every day at Shirestone Academy.

This can include:

- Discussions about learning.
- Discussing targets with learners to enable ownership.
- Peer assessment strategies.
- Self-assessment strategies.
- Pupil Voice Questionnaires / discussions.
- Attend review meetings (where appropriate)
- Suggest possible targets to achieve.
- Suggest how school can better provide for their needs.

How are SEN pupils identified?

**Shirestone Academy will:**

- Support pupils with existing special educational needs when they join the academy.
- Work with parents and outside agencies to support pupils with SEND.
- Continue its SEN referral process, which can be initially triggered by Teacher, TA or parent by speaking directly to the SENDCo or class based staff by letter, email or spoken communication.
- Parents and other professionals (external agencies) may also raise concerns via the SEND Leader, which may also lead to identification of pupils with SEND. The SEND Register will be updated to reflect these changes.
- Records of all SEN pupils will be formally recorded on an SEND database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at the academy mid-year, and regularly updated as new information or data becomes available. It will be stored on the school's secure information management system in order to comply with the 1998 Data Protection Act and GDPR Compliance

- The SENDCo and if possible/appropriate, the relevant Key Stage leader, will oversee transition involving any pupil with pre-defined SEN. The SENDCo will liaise with the parents and external agencies. Teaching Assistants will play an active role in the transition of new pupils.
- The Academy will regularly report to parents about the progress of their child, including at least two Parents' Evening meetings and one written annual report.

If my child does SEN...

**Shirestone Academy will:**

- Follow a graduated approach to your child's learning. This means that staff will follow a sequence of Assess, Plan, Do, Review. Staff will assess your child's understanding, plan a specific sequence of tasks designed to raise their attainment, carry these tasks out and then review their impact. This way we can constantly make sure that the school is meeting your child's needs.

My child has identified needs. What will happen when they start at school?

We will first invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, a Team Around the Child (TAC) meeting may be held to discuss your child's needs, share strategies used, and ensure provision is put into place before your child starts at school. The SENDCo, Pastoral Manager and/or your child's key worker or Class Teacher may carry out a home visit or visit your child if they are attending another school or educational setting. From this visit, we may suggest adaptations to the settling in period to help your child to settle in school more easily.

How will the graduated approach work?

Children with specific barriers to learning that cannot be overcome through whole-class good and outstanding teaching that includes effective differentiation (referred to in school as Quality First Teaching) will then carry out additional work to close the learning gap within intervention groups:

- If your child has been identified as needing more specialist input in addition to Quality First Teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your written permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

How will targets be reviewed?

Depending on your child's level of support, targets are either set and reviewed by the class teacher, in conjunction with the SENDCo / inclusion Co-ordinator, or if more specialist support services are involved in supporting your child, a review meeting will be held in school. These review meetings will identify progress, achievement and next steps will also be discussed. From this discussion, new SMART (Specific, Measureable, Achievable and Relevant Targets) will be set with an emphasis on achieving the targets at home as well as at school. From these meetings, a new Learning Support Plan will be developed for parents and pupils.

How will I, as a parent, be involved in my child's provision?

The Elliot Foundation Academy Trust believes that close working partnerships with parent/carers of pupils with SEN is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2015 Code of Practice, the Academy aims to ensure that parents/carers are fully involved and consulted over their child's progress and SEN provision, including the drawing up of individual Learning Programmes.

The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) has been established to provide information, advice and support to children and young people with special educational needs or disabilities, and to their parents and carers. SENDIASS staff work for the Local Authority, but are expected to offer impartial and confidential advice at 'arms-length' from other LA services. [More information about SENDIASS can be found via this link.](#)

What is statutory assessment?

If all the additional support and strategies employed by the academy result in a continued lack of progress, or there is significant cause for concern, a request for statutory assessment will be made by the academy to the Local Authority. This will only be done once parental permission has been sought. Formal Annual Reviews for pupils with an Education Health Care Plan are held at least within a twelve-month period of any previous review.

What resources are available related to SEND?

The Senior Leadership Team and the SENDCo organise and delegate additional human resources for children with SEND through the school budget and, where necessary, the Pupil Premium Fund.

The SENDCo will monitor and support each additional adult who works alongside children with SEND

The SENDCo will purchase and distribute additional resources needed to enhance and support learning for children with SEND

The Senior Leadership Team and the SENDCo ensure all support, either physical or emotional, is in place to support children with SEND

The school also has close links with the Wellbeing Support Team and Family Support Advisor to support children with SEND, at home as well as at school.

**In addition, access arrangements are made for all children with SEND, including transport (where applicable), access to the building and modified toileting facilities.**

How could provision at Shirestone Academy be described?

The school has staff trained to work with pupils who are identified as having a special educational needs.

- The SENDCo is currently completing the National SENDCo Award Qualification.
- The staff are encouraged to utilise specialist equipment and resources, including additional staffing where appropriate, in order to help each child achieve their goals and reach their full potential.
- We have staff members trained to support children with:
  - Behaviour, Social and Emotional difficulties
  - A range of Wave 2 and 3 interventions
  - Precision Teaching
  - First Aid
  - Moderate learning difficulties
  - Autism / ADHD
  - Speech and Language Therapy
- The staff liaise with specialist teachers and therapists from Birmingham and neighbouring Local Authorities which include:
  - **Birmingham Inclusion Support** (for learning, behaviour, hearing and visual impairment, training and advice)
  - **Physiotherapy and Occupational Therapy services**
  - **Speech and Language Therapy (SALT) service**
  - **ADHD Nurse**
  - **Visual and Hearing Impaired Educators**
  - **Pupil Support Services**
  - **Educational Psychologist**
  - **Community Health**
  - **Communication and Autism**
  - **Forward Thinking Birmingham (Previously known as CAMHS - Child and Adolescent Mental Health Service)**
  - **Action For Children**
  - **Family Support Services**
  - **Sure Start**
  - **Children's Services**
  - **Looked After Children (LAC) Service**
  - **Travel Assist (Transport Services)**

Additional Support is sought depending on the identified needs of pupils. Please note that this list is not exhaustive.

What transition arrangements are in place?

### Transition from the Academy to another Primary setting

- The SENDCo holds a consultation/transition meeting, where information about the child is exchanged.
- Involvement of Inclusion Support Services (Medical Professionals, Educational Psychologists) will be carried out as deemed necessary.
- In class observation/meeting with the child will take place.
- Birmingham Local Authority will be informed as to any movement of children with SEND into or out of the school.

**For transition to the Academy, the reverse of the above is applicable.**

### Transition from the Academy to Secondary Settings

- Liaise with secondary school SEND Leaders and Mentors through meetings to discuss provision required
- Transference of all SEND records promptly.
- Follow carefully designed transition programme (with input from Inclusion Support team) for specific pupils
- Organise regular visits for the child to the new setting to ensure a smooth transition (if needed)

### Transition to new classes

For the final two weeks of the academic year, every child moves onto their new teacher and new classroom for the following year. The purpose of this is to enable children to become familiar with their new teacher, TA and physical environment. Some children will require more planning time to ensure transition is smooth. The SEND Leader also holds an 'Information Sharing Session' with new Class Teachers before the new academic year, where current and future teaching staff share strategies and effective support systems for pupils. Transition booklets are put in place for those pupils with social / emotional needs. At Review Meetings, both current and future staff will attend to ensure that needs continue to be met.

How are staff upskilled to ensure they are fully aware of SEND?

It is the responsibility of the SEND Leader to update all staff with regards to any changes in SEND procedures and assessment tools. The SEND Leader will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

- The SEND Leader also attends regular Local Authority Cluster Meetings, Elliot Foundation SEN specific meetings, SEND Update sessions and annual conferences in order to keep fully informed about change in legislations, Local Authority procedures and availability of resources. Regular feedback is shared amongst the Senior Leadership Team to enable strategic development of SEN provision.
- Staff have received Tier 1 and Tier 2 Autism Awareness Training.
- Staff who work with children with a hearing impairment also have training on how to best support them.

How accessible is the school environment?

- The school building is a single floor building and is easily accessible via specific access points. All staff in school adapt classroom layouts to cater for the requirements of all children, not solely those with Special Educational Needs and/or Disabilities.
- Alternative coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, these are readily available, along with additional devices such as iPads.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- The academy attempts to engage all stakeholders in the writing of its accessibility plan. This document is updated annually, but plans for a three-year programme of developments related to the curriculum, the site and information sharing.

What should I do if I have a complaint about the quality of SEN provision?

In the event of any complaint being made in relation to Special Educational Needs, the SENDCo should be contacted in the first instance. If the matter / issue remains unresolved:

- The case will be passed to the Principal for further investigation and reported to the SEN Governor.
- Any formal complaint should be made in writing to the Academy Improvement Committee (AIC) via the Principal, which will be forwarded in due course.

**If you have any further questions, please contact the school and we will be more than happy to help you.**

Contact details

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