



SEND Information Report

Last Ratified by Governors: 26 Sept 2022

Review Cycle: Annual

This Review Date: Sept 2023

Reviewer: Kaly Phelan

Approved by Governors: 25 Sept 2023

Signed:.....

Next Review Date: Sept 2024

Codicil-

- 1- **The school aims , page 4** - are now in line with the SEND first strategy and preparation for adulthood strategies.

- 2- **5.2 Consultation with parents, page 7**- When consulting with parents I have added in the importance of a pupil centred approach and listening to their voice and consent.

- 3- **5.6 Our approach to teaching pupils with SEND , page 9 and 10**- In the wave 2 and 3 support a clear statement that these support strategies will be deployed as relevant and necessary based on professional judgement of SENCO and external specialist agencies

- 4- **5.7 Adaptations to the curriculum and learning environment , page 11**- Pupil interventions have been added; Precision teaching for numeracy and literacy, Lexia, Fresh Start Phonics, Social Interaction Groups, Spelling and Handwriting, ELSA (Emotional Literacy Support), Forest School, break time and lunch time clubs and quiet spaces, meet and greet, Learning Mentor Support in class, guided reading and one to one for EHCP pupils and also radio aids, visual cues, communication support tools (again when relevant and necessary)

- 5- **5.10 Evaluating the effectiveness of SEND provision , page 12**- We evaluate the effectiveness of provision for pupils with SEND by: analysis of a range of data measures including but not exclusive to: behaviour data, attendance data, teacher feedback, pupil and parent voice, progress data.

- 6- **5.13 Working with other agencies , page 13**- added that we are guided by these specialists as to the need for assessment and support, as well as relevant testing/ assessment.

- 7- **5.16 Contact details for raising concerns and leaving feedback, page 15**- Included the SEND email and a statement about opportunity for them to provide feedback on this SEND report via SEND@sellyparkgirls.org

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1. Aims

Our mission is to be a Centre of Learning for all members of our community. Selly Park is an inclusive school that has high expectations for all pupils. Every teacher is a teacher of every child or young person including those with SEND.

School Aims

- Identify and provide for pupils who have special educational needs and disabilities (SEND)
- Work within the guidance from the SEND Code of Practice 9revised (2015)
- Work in partnership with parents/carers to raise aspirations and for all pupils with SEND to achieve their best.
- Operate a “SEND First” approach to the management and provision of support for special educational needs
- Provide training, support and advice for all staff working with pupils with SEND
- Provide pupils with the skills and attributes required for adult life, thus preparing them for adulthood.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age,
or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs K Phelan

She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education such as Colleges, 6th Forms and Apprentice pathways, to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor is Mr Clarke

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class using High Quality Teaching strategies
- Working closely with any Learning Mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they apply the SEND policy consistently in their practice

5. SEND information report

- The progress and development of every pupil in their class using High Quality Teaching
- Working closely with any Learning Mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.1 The SEND needs that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia and moderate learning needs
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and Tourette's
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and difficulties associated with conditions such as epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Spelling Tests
- Termly reading age assessments

There are parents' evenings throughout the year, where the progress of pupils with SEND, will be discussed with parents. We offer additional 1-1 appointments with the SEND team during the year and upon request.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the pupils, thoughts, feelings and consent as part of a pupil centred approach.
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are
- SEND pupil passports are sent home annually for parent input
- Parents are invited to school events such as coffee mornings and revision sessions
- Parents are consulted annually regarding the SEND information report

Parents will be notified either verbally or in writing if their daughter is placed on the SEND register under SEND Support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the relevant targets, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

There will be effective sharing of information to aid pupils' transition between education settings. To further aid the transition pupils will be given the opportunity to visit the school or college prior to them beginning in September. Pupils will attend the year 6 induction day in the summer term. Year 6 pupils will also be encouraged to participate in the Summer School which is held at Selly Park during the summer holidays.

Pupils will participate in a preparation for adulthood pathways which include a SEND First careers strategy. Pupils will take part in yearly careers events, workshops, trips and visiting educational settings. Specifically, pupils will complete a work experience placement in year 10,

to support them in developing skills for adult life. It also provides pupils with information regarding their future career path. Pupils also participate in career focused days where they meet prospective colleges and receive interview practice. Pupils throughout year 10/11 will receive guidance from a careers specialist to support with future career pathways. Pupils in year 11 will also receive interview technique training from Speech and Language Therapists.

In addition, pupils who have an Education and Health care plan will have early review meetings focussing on preparation for adulthood. Pupils will also visit their preferred post 16 options to help with travelling and encouraging independence. Parents are also consulted and work together with the school and pupil to reach a suitable Post 16 destination.

5.6 Our approach to teaching pupils with SEND

Selly Park has three levels of support;

1. Universal support- Wave 1

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Teaching will be effective, differentiated and strategies used will be evidence based for individual pupils to support them in meeting the demands of the curriculum.. This will be differentiated for individual pupils. All pupils on the SEND register have a 'passport to learning' which shares information on the pupil's need and strategies to support them in the classroom will be applied by the class teacher.

2. Targeted support- Wave 2

In addition to the universal level, some pupils may need additional support. These support strategies will be deployed as relevant and necessary based on professional judgment of SENDCO and external specialist agencies. Each intervention will require consent from the pupil as per the pupil centred approach and a guardian.

Wave 2 support is listed below but not limited too;

Cognition and Learning	<p>Learning mentor support in class where possible and necessary. Differentiated support in class supported by teacher Catch up Literacy and Numeracy Lexia- reading support Phonics programme Small intervention groups e.g. spelling support Homework Club and daily Homework Support Meet and greet Subject interventions</p>
Communication and Interaction	<p>Learning mentor support in class where possible and necessary. Nurture and social groups Meet and greet Use of social stories and social interaction groups Task boards and clear routines Visual timetables Big Sister / Little Sister Speech and language programmes Exit pass/lunch pass</p>
Social, emotional, mental health	<p>Learning mentor support in class Meet and greet Peer Mentoring Pastoral care In School counsellor Lunch time support groups School Nurse Exit pass/ brain break pass ELSA Regulating emotions toolkit</p>
Sensory and Physical Needs	<p>Learning mentor support in class where possible and necessary. Risk Assessments – adjustments made Specialist equipment e.g. chairs, writing boards, pens Working with Sensory team (hearing impaired) Radio aids Accessibility studies carried Work with physiotherapy and Physical team Early exit pass Special lunch pass</p>

3. Specialist support- Wave 3

- In addition to the interventions above, pupils may require further support from outside agencies. These specialist support strategies will be deployed as relevant and necessary based on professional judgement of SENDCO and external specialist agencies
 - Educational Psychologist (EP)
 - Communication and Autistic team (CAT)
 - Speech and language therapist (SaLT)
 - Occupational therapy (OT)
 - Sensory support services (SS)
 - Pupil support services (PSS)
 - School counsellor

- School nurse
- SENAR

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- High Quality Teaching embedded within our curriculum to ensure all pupils can access it, for example; task, scaffolding, grouping, 1:1 work, content of the lesson, etc.
- Adapting our resources and staffing where necessary.
- When relevant using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, radio aids, visual cues, communication support tools (when relevant and necessary)
- Pupil interventions; Precision teaching for numeracy and literacy, Lexia, Fresh Start Phonics, Social Interaction Groups, Spelling and Handwriting, ELSA (Emotional Literacy Support), Forest School, break time and lunch time clubs and quiet spaces, meet and greet, Learning Mentor Support in class, guided reading and one to one for EHCP pupils
- Applying strategies to support broad areas of need, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A range of resources to support High Quality Teaching.
- All staff are trained in High Quality First Teaching.

5.8 Expertise and training of staff

Mrs Phelan (SENDCO) has been a teacher in Secondary schools for 15 years. She has previously worked as a Head of Year and Head of House. She is a Physical Education specialist and Designated Safeguarding Lead.

Each learning mentor has a specialist SEND area, works across all year groups and is a key worker to pupils requiring specialist support. All members of staff have completed regular SEND training and specific training in; High Quality Teaching, Dyslexia, Autism in Girls, Hearing Impaired, Identification or need, Referring SEND pupils, Strategies for learning and TIASS (trauma informed school support).

5.9 Securing equipment and facilities

The school works in partnership with parents and outside agencies to ensure that pupils receive the necessary equipment and support to facilitate learning. If pupils need extra equipment to access the curriculum, laptops and reading pens for example can be arranged.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term by following the graduated approach
- Reviewing the impact of interventions after 6 weeks via standardised feedback
- Using pupil questionnaires
- Using staff questionnaires
- Using staff questionnaires
- Parent and pupil voice
- Teacher feedback
- Monitoring by the SENDCO and Learning Mentors (observation, interview, professional dialogue)
- Effective logging of support for pupils
- Holding annual reviews for pupils with EHC plans
- Involving all teaching staff in the support and provision of SEND pupils and those with potential SEND.
- **Analysis of a range of data measures including but not exclusive to: behaviour data, attendance data, progress data.**

The graduated approach of assess, plan, do and review is used throughout the evaluation process. This is recorded on a central database so all members of SLT and the SEND team can access it.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- School SEND First strategy
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on the residential trips that are organised throughout the school year.
- All pupils are encouraged to take part in sports day, themed days, adventure days, extra-curricular activities such as sports teams, choir, and playing musical instrument etc. Please see the website for more information on the extra-curricular clubs available.
- All pupils also have opportunity to attend breakfast club before school and homework club after school.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Please see the accessibility plan for information regarding pupils with disabilities.
- Reasonable adjustments regarding school behaviour policy which can be found on the school website.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school leadership across the school. For example: school council, form captains, sports captains, peer mentors, prefects, big sister/little sister.
- Social Interaction Groups
- Pupils with SEND are also encouraged to be part the clubs to promote teamwork/building friendships etc. For example, adventure days, sports days, themed days, nurture groups
- Pupils will receive support from the pastoral team/outside agencies
- Pupils receive an extensive programme of PSHEE, focusing on personal safety, health and emotional well-being.
- SEMH drop ins and lunch time clubs are help and ran by a learning mentor and SEND ambassadors.
- Pupils with SEND will receive small group safeguarding updates
- Reasonable adjustments will be made when necessary.
- Wellbeing support and monitoring.

- Pupils are encouraged to become mentors to support other SEND pupils or pupils new to the school to aid in the transition.
- The Inclusion Manager is a fully qualified Emotional Literacy Support Assistant (ELSA)

We have a zero-tolerance approach to bullying. Please see further information in the antibullying guidance on the website.

5.13 Working with other agencies

The school involves other agencies as and when necessary to support the pupil. The school will work in partnership with pupils' and parents and will require parental and pupil permissions for pupils to work with outside agencies. It is important to note that this is done on a case by case basis and guided by the professionals and specialists as to the need for assessment and support, as well as relevant testing and/or assessment. Working with outside agencies is subject to change and there may be a waiting list. Some of the outside agencies are listed below.

- Educational Psychologist
- Pupils support service
- Communication and Autism Team
- Sensory Support Services
- Speech and Language Therapy
- School nurse
- School counsellor
- SENAR
- Banardos Trust
- Malaki Trust
- Early Help Team
- RSPCA
- James Brindley School

5.14 Complaints about SEN provision

Complaints about SEND provision in our school should be made to Mrs K Phelan (SENCo) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

Parents can contact SENDIAS Support if they require any advice or support regarding pupils with SEND.

The SENDIASS team is available from 8:45am to 5pm, Monday to Friday.

- Lancaster Circus
PO Box 16289
Birmingham
B2 2XN
- **Telephone:** 0121 303 5004
- **Email:** sendiass@birmingham.gov.uk
- **Website:** <https://www.birmingham.gov.uk/sendiass>

5.16 Contact details for raising concerns and leaving feedback

Concerns and feedback can be sent to the contact details below

Mrs Kaly Phelan
5 Selly Park Road
Selly Park
Birmingham
B29 7PH
0121 472 1238

k.phelan@sellyparkgirls.org
send@sellyparkgirls.org

5.17 The local authority local offer

Our local authority's local offer is published here:

<https://www.localofferbirmingham.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs K Phelan every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions